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ABSTRACT

This bibliography, which covers literature from 1947 through 1984, contains entries for 2,154 documents. Most documents are journal articles but they also include research reports, rehabilitation facility in-house materials, speeches, unpublished papers, and hardcover books. The bibliography serves as a reference to the literature in vocational evaluation and adjustment services and as a catalog. (All of the literature listed here is available on a loan basis from the Information Retrieval System of the Materials Development Center, School of Education and Human Services, University of Wisconsin-Stout.) Most of the literature listed is directly related to the processes of vocational evaluation or adjustment services and likely to have been written by a vocational evaluator, an adjustment specialist, or a teacher in one of these areas. Other literataure about topics important and useful to the process is also included. Examples are literature related to the Dictionary of Occupational Titles or behavior modification. The entry for each document provides this information: author/developer/institution/editor; title; source (publication), date, issue, and pagination; or place and date of publication. Author and subject indexes are provided. (YLB)

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WORK EVALUATION AND ADJUSTMENT:

AN ANNOTATED BIBLIOGRAPHY

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Arlyn Treadwell, Darlene Bauer, and Darlene Shane did excellent work on this massive typing job.

I want to thank all these individuals again for the important parts that they played in the long history of the bibliography.

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Ronald R. Fry

PREFACE

Since 1970, the Materials Development Center has published a number of annotated bibliographies on the literature in vocational evaluation and adjustment. Now, so that users will have the convenience of having everything under one cover, all previous bibliographies have been combined into a single, comprehensive document. This bibliography, which covers literature from 1947 through 1984, contains entries for 2154 documents, most of which are journal articles but which also include research reports, rehabilitation facility in-house materials, speeches, unpublished papers, and hard cover books.

There are two purposes for this bibliography. First of all, it serves as a reference to the literature in vocational evaluation and adjustment services. The second, and more important reason, is that it serves as a catalog. All of the literature listed in this bibliography is available on a loan basis from the Information Retrieval System of the Materials Development Center.

Most of the literature listed in the bibliography is directly related to the processes of vocational evaluation or adjustment services. That is, it is likely to have been written by a vocational evaluator or an adjustment specialist or perhaps by an educator who teaches in either of these areas. Further, the documents probably use the words vocational evaluation or adjustment services.

Other literature which may not have been written by vocational evaluation or adjustment practitioners, and which may not contain the words, has been included (at the discretion of the editor) because it may be about a topic which is important and useful to the process. A few examples of this would be literature having to do with the Dictionary of Occupational Titles or behavior modification.

We believe in the value of the ideas in the literature for problem solving and for generating new ideas. By making it readily available, we hope to encourage practitioners and others to read the literature in order to improve the processes of vocational evaluation and adjustment services.

(Instructions follow for obtaining these documents from the Materials Development Center.)

Ronald R. Fry
Editor

December, 1985

INSTRUCTIONS FOR OBTAINING DOCUMENTS LISTED IN THE BIBLIOGRAPHY ON A LOAN BASIS

1. Review the bibliography, using the subject index as an aid to identify those documents which would appear to be helpful (generally speaking, the most recently dated documents appear toward the end of the bibliography). Make a list of the accession numbers of the documents desired. Send or telephone the list to the Information Service, Materials Development Center. Up to 30 documents may be requested at one time.

2. In the event that you do not wish to do your own search of the bibliography, you may contact the Information Service, Materials Development Center and request a literature search by topic area (ex. "I would like to know if you have any literature on report writing and recording in vocational evaluation" or "What articles do you have on work adjustment with the mentally retarded?").

3. All documents listed in this bibliography are available on 30 day loan from MDC. There is no charge for an information search and no postage charge for sending the loan documents. There is no charge for the first 5 loan documents but for each loan document thereafter, there is a $1.00 charge (example - for 10 loan documents, there would be a charge of $5.00).

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0 Anderson, A., Real work. Vocational Evaluation and Work Adjustment Bulletin, 1968, 1(2), 2-5.

Discussion of the merits of the real work evaluation technique as performed within the confines of the facility. Limitations of work samples (which the author defines as simulated tasks) are also discussed. Case studies to illustrate points are included.

1 Bregman, M., The use and misuse of vocational evaluation in the counseling process. Vocational Evaluation and Work Adjustment Bulletin, 1968, 1(2), 6-8.

Discusses the necessity for the counselor to have a clear understanding of the proper use of the evaluation process. Emphasizes that without proper understanding, the evaluation process will be misused by the counselor with results being irrelevant and inaccurate.

2 Marchman, R., Mobile work laboratory. Atlanta: Atlanta Employment Evaluation and Service Center, 1968. Also appears as a summary article entitled, A mobile work laboratory in Vocational Evaluation and Work Adjustment Bulletin, 1968, 1(2), 9-10.

Description of a mobile work evaluation laboratory operated by the Georgia State Department of Education. Laboratory is designed using a modified TOWER System. Included in the publication are: floor plans of the mobile unit, specifications, furnishing, office equipment, expendable items needed, and cost estimates for establishing such a unit. Work samples used are: food service, nursing, cosmetology, barbering, sewing, clerical, woodworking, mechanical, metal work, and custodial work.

3 Stensland, R., Why work? A reply. Vocational Evaluation and Work Adjustment Bulletin, 1968, 1(2), 12-13.

Supports the medium of work as a means of evaluating a client's vocational strengths and weaknesses. Indicates the advantages of work evaluation.

5 Messenger, S., A stimulating work setting. Vocational Evaluation and Work Adjustment Bulletin, 1968, 1(2), 14.

Discussion of the importance of creating a stimulating work setting and its positive effect upon client performance. Author feels that evaluation area designers should borrow concepts from the field of industrial psychology such as utilization of colors and music.

6 Kolstoe, O., The employment evaluation and training program. American Journal of Mental Deficiency, 1960, 65, 17-31.

Describes a residential evaluation and work adjustment project for mentally retarded males, age 16 and over at Southern Illinois University. Article covers the following topics: selection and rejection of potential clients; description of three-week evaluation and testing period; description of fifteen-week vocational adjustment period; securing jobs for clients for on-the-job work evaluation; description of evaluation check list; description and operation of residence facilities; use of medical services, parental involvement, placement and follow-up; and areas of need for research.

7 Bregman, M., The use and misuse of vocational evaluation in the counseling process. In University of Pittsburgh, Research and Training Center in Vocational Rehabilitation, Some recent advances and research in vocational evaluation. Johnstown, Pennsylvania: Author, 1967.

Discusses the necessity for the counselor to have a clear understanding of the proper use of the evaluation process. Emphasizes that without proper understanding, the evaluation process will be misused by the counselor with results being irrelevant and inaccurate. Includes some background history of evaluation.

7A University of Pittsburgh, Research and Training Center in Vocational Rehabilitation, Some recent advances and research in vocational evaluation. Johnstown, Pennsylvania: Author, 1967.

Contains papers presented at a seminar conducted to train rehabilitation personnel in procedures, theories, and aims of work evaluation. Included are papers presented by Bregman (The Use and Misuse of Vocational Evaluation in the Counseling Process), Cobb (Predicting Vocational Adjustment in the Mentally Retarded), Campbell (Work Evaluation in a Community Evaluation Center), Hill (The Description of a Sheltered Workshop in Vermont Which Performs Unusual and Progressive Contract Services), and Steiner (Determining the Levels of Vocational Capability and Evaluating Job Potential). Also included is a description of tests used at the Rehabilitation Center at Johnstown.

8 Cobb, H., Predicting vocational adjustment in the mentally retarded. In University of Pittsburgh, Research and Training Center in Vocational Rehabilitation, Some recent advances and research in vocational evaluation. Johnstown, Pennsylvania: Author, 1967.

A discussion on predictive evaluation and the adjustment process with mentally retarded. Lists factors by which a person is judged to be satisfactorily adjusted. Includes that which an evaluator may look to for predictive information. Cites some recent research including Parnicky's study of prediction of training and employment success based on intake testing; Taylor's study of the predictive value of initial work tests as opposed to later on-the-job evaluation. Other research on prediction also cited. Questions and answers included.

9 Campbell, J., Work evaluation in a community evaluation center. In University of Pittsburgh, Research and Training Center in Vocational Rehabilitation, Some recent advances and research in vocational evaluation. Johnstown, Pennsylvania: Author, 1967.

Contains a brief description of the historical background of evaluation. Discusses four approaches to assessment: mental testing, job analysis, work sample, the situational approach, and their advantages and disadvantages. Also includes script from question and answer period following the presentation.

10 Hill, R., The description of a sheltered workshop in Vermont which performs unusual and progressive contract services. In University of Pittsburgh, Research and Training Center in Vocational Rehabilitation, Some recent advances and research in vocational evaluation. Johnstown, Pennsylvania: Author, 1967.

A description of the development and operation of a sheltered workshop which evaluates clients on the basis of "can" or "can not" do. The contract jobs used are: machine stitching, salvaging transistors, and working with solid state circuitry. Text of questions and answer period following presentation is incorporated in the presentation.

11 Steiner, W., Determining the levels of vocational capability and evaluating job potential. In University of Pittsburgh, Research and Training Center in Vocational Rehabilitation, Some recent advances and research in vocational evaluation. Johnstown, Pennsylvania: Author, 1967.

Presents a brief history of the development of the vocational evaluation unit at the Pennsylvania Rehabilitation Center. Discusses the present operation of the facility. Includes a model chart showing the process of vocational evaluation. Text of question and answer period following the presentation is included.

12 Chouinard, E., Work capacity evaluation. In May T. Morrison Center for Rehabilitation, Institute on work evaluation. San Francisco: Author, 1959.

Traces the history of evaluation and work adjustment. Points out advantages of work evaluation and notes developing trends and program patterns.

12A May T. Morrison Center for Rehabilitation. Institute on work evaluation. San Francisco: Author, 1959.

Proceedings of an institute held on work evaluation. Speeches and their authors are: Chouinard (Work Capacity Evaluation); Usdane (Some Criteria for Assessing a Work Evaluation Approach); Usdane (Pre-Vocational Evaluation Criteria for the Severely Handicapped); Usdane (The Work Sample Approach: TOWER System); Sinick (Occupational Aids in Work Evaluation); Crouse (The Development of Work Sampling at Morrison Center); Settle (Organization of the Morrison Workshop); Lee & Rota (Work Evaluation: A Counselor's Tool to Placement); Crouse (Industrial Engineering in the Rehabilitation Workshop); and Garrett (Current Research Activities in Work Evaluation).

13 Usdane, W., Some criteria for assessing a work evaluation approach. In May T. Morrison Center for Rehabilitation, Institute on work evaluation. San Francisco: Author, 1959.

Suggests six criteria for assessing the work evaluation approach including observation of the client by the evaluator, necessity for realistic job sample development, survey of the types of jobs available in the community, need for interpretation of evaluation results to client, and recommendation by the evaluator for any services needed after evaluation takes place.

14 Usdane, W., Pre-vocational evaluation criteria for the severely handicapped. In May T. Morrison Center for Rehabilitation, Institute on work evaluation. San Francisco: Author, 1959.

A discussion of the need for vocational evaluation, techniques used in evaluation, and rating client performance. Indicates need for adequate job analysis and cooperation between business and industry.

15 Usdane, W., The work sample approach: TOWER System. In May T. Morrison Center for Rehabilitation, Institute on work evaluation. San Francisco: Author, 1959.

Describes the Testing, Orientation, and Work Evaluation in Rehabilitation (TOWER) System and lists its thirteen broad areas. Also describes the Evaluator's Manual of TOWER.

16 Sinick, D., Occupational aids in work evaluation. In May T. Morrison Center for Rehabilitation, Institute on work evaluation. San Francisco: Author, 1959.

Describes the various parts of the Dictionary of Occupational Titles (DOT), Occupational Outlook Handbook, and Estimates of Worker Trait Requirements for 4,000 Jobs as they relate to occupational exploration by the evaluator and client in work evaluation.

17 Crouse, P., The development of work sampling at Morrison Center. In May T. Morrison Center for Rehabilitation, Institute on work evaluation. San Francisco: Author, 1959.

Discusses theory and development of work samples as an evaluation tool. Development of work sample manuals (which the author defines as a test kit) is discussed with sample of test kit included. Some discussion on norming of work samples.

18 Settle, K., Organization of the Morrison Workshop. In May T. Morrison Center for Rehabilitation, Institute on work evaluation. San Francisco: Author, 1959.

A general description of the development and organization of the Morrison Workshop. Includes some information on the evaluation and work adjustment aspects of the total workshop.

19 Lee, M., & Rota, D., Work evaluation: A counselor's tool to placement. In May T. Morrison Center for Rehabilitation, *Institute on work evaluation*. San Francisco: Author, 1959.

A discussion of how work evaluation and rehabilitation is accomplished through cooperation between a private agency such as Morrison Center and a Vocational Rehabilitation Service (D.V.R.). Uses a detailed case study of a chronic schizophrenic female as an example and follows the case from beginning to closing of the case.

20 Crouse, P., Industrial engineering in the rehabilitation workshop. In May T. Morrison Center for Rehabilitation, *Institute on work evaluation*. San Francisco: Author, 1959.

Discusses twenty principles of motion economy which should be used in the development of work samples in an evaluation unit and jobs in sheltered workshops. Discusses ways in which the special training of an industrial engineer may be of special value in a rehabilitation workshop setting.

21 Garrett, J., Current research activities in work evaluation. In May T. Morrison Center for Rehabilitation, *Institute on work evaluation*. San Francisco: Author, 1959.

A review of some research activities in work evaluation funded through the Office of Vocational Rehabilitation. Includes discussion of TOWER, the Thomasat, Chicago Jewish Vocational Service Scale of Employability, Tampa MacDonald Training Center activities, and research at Institute for Physical Medicine and Rehabilitation, New York City.

22 Elart, A., *Development of occupational evaluation and training center for the mentally retarded*. Tacoma, Washington: Tacoma Goodwill Industries Rehabilitation Center, 1963.

Describes and gives results of the development of a federally funded project for the evaluation and training of mentally retarded clients at Goodwill Industries, Tacoma, Washington. Topics include: rehabilitation needs of the mentally retarded; development and operation of services, clinical assessment (intake procedures), pre-vocational evaluation, and vocational training and placement. A mobile unit team is described, community relationships resulting from the project are detailed and results of the five years of programming are included. Recommendations for development of a community based occupational evaluation and training center are included. Appendix includes client medical data form, copy of Cornell Medical Index Health Questionnaire, copies of evaluation reports, and an example of a completed evaluation summary. (Vocational Rehabilitation Administration Project 308)

23 Williamson, D., Why work samples? *Rehabilitation Counseling Bulletin*, 1961, *4*, 123-126.

Lists reasons why D.V.R. counselors prefer work sample evaluations as opposed to psychological testing. Discusses specific and general merits of work samples and why they provide information about a client not otherwise available.

24 Walker, R., Vocational evaluation and training. In G. Leslie (Ed.), *Supportive personnel in rehabilitation centers: Current practices and future needs*. Association of Rehabilitation Centers, 1967.

Defines vocational evaluation and training as used by Minneapolis Rehabilitation Center. Uses figures from several statistical studies to show low number of supportive personnel being used in evaluation and training. Describes a vocational evaluation and training program which can accommodate support personnel and gives examples of how support personnel can be used.

25 Ayers, G., Making vocational evaluation relevant to our clients: The challenge of the disadvantaged. *Rehabilitation Literature*, 1971, *32*(9), 258-262. Also paper presented at the National Rehabilitation Association Convention, San Diego, September 1970.

Presents four approaches for making vocational evaluation programs relevant for disadvantaged clients: modifying staff attitudes for vocational evaluators who are concerned with assessing the vocational potential of the disadvantaged; recruiting new staff who are sympathetic to needs of disadvantaged and who understand the language and life style of the disadvantaged; utilizing nonstandardized demographic and biographical data; and on-the-job evaluation. Other discussion includes: use of citizens as advisory committee members in planning and implementing vocational evaluation programs, role of the disadvantaged client in developing his own evaluation program, influence and significance of the disadvantaged family, new criteria for assessing behavioral change and skill training, provision of federal subsidy for on-the-job training, need for job specifications which emphasize abilities.

26 Pruitt, W., & Longfellow, R., Work evaluation: The medium and the message. *Journal of Rehabilitation*, 1970, *36*(1), 8-9.

Discusses men's historical attitude toward work. Emphasizes necessity for the work evaluation process to focus on the meaning of work to the client in order to provide for meaningful evaluation process and results. Problems common to clients referred for evaluation are discussed such as lack of vocational experience development, attitude toward work, job readiness, and inability to accept a worker's role.

27 Sankovsky, R., Toward a common understanding of vocational evaluation. *Journal of Rehabilitation*, 1970, *36*(1), 10-12.

Discusses the lack of common meaning for vocational evaluation terminology and necessity for having common definitions. Lists some of the terms used interchangeably that cause communication breakdown. Describes essential structure and characteristics of a vocational evaluation model which includes establishing criteria and vocational goals, collecting information regarding vocational potential, analyzing information regarding vocational potential, decision-making on vocational objectives and predicting outcome, and determining the effectiveness of the vocational evaluation process through follow-up.

28 Roberts, C., Definitions, objectives, and goals in work evaluation. Journal of Rehabilitation, 1970, 36(1), 12-15. Also appears in R. Sankovsky, G. Arthur, & J. Mann (Comps.), Vocational evaluation and work adjustment: A book of readings. Auburn, Alabama: Auburn University, Alabama Rehabilitation Media Service, 1969.

Definitions of vocational evaluation terminology including simulated work sample, real work sample, isolated trait work sample, work task, work situation, work environment, vocational exploration, and job tryout. Difference between work evaluation and vocational evaluation defined. Model showing relationship between rehabilitation evaluation, vocational evaluation and work evaluation described. Lists goals and objectives of vocational evaluation and vocational evaluation units as adopted by the Commission on Accreditation of Rehabilitation Facilities (CARF).

29 Hoffman, P., An overview of work evaluation. Journal of Rehabilitation, 1970, 36(1), 16-18. Also appears as Work evaluation: An overview. In W. Pruitt, & R. Pacinelli (Eds.), Work evaluation in rehabilitation. Washington, D.C.: Association of Rehabilitation Centers, 1969, 111-118.

Definitions of prevocational evaluation, vocational evaluation, work evaluation, and work adjustment. Discusses historical background and development of work evaluation from World War I to present, including some of the early facilities and leaders in the field. Discusses present trends and future of work evaluation and lists some of the federal agencies involved in the work evaluation field.

30 Overs, R., Vocational evaluation: Research and implications. Journal of Rehabilitation, 1970, 36(1), 18-21.

A review of current research efforts in vocational evaluation. Included are correlation results on intelligence tests, manual dexterity tests, and job sample tasks. Tests and samples specifically mentioned include WAIS, Purdue Pegboard, Stromberg Dexterity, MacQuarrie Test for Mechanical Ability, Minnesota Rate of Manipulation, Clawson Work Sample, Bennett Hand-Tool Dexterity, General Aptitude Test Battery, Pennsylvania Bi-Manual Work Sample, McDonald Vocational Capacity Scale, and Thomasat. Correlations between job samples and the following employability scales are also listed - Guidance Test Class II, Readiness Rating Scale, Scale of Employability for Handicapped Persons, Selected Physical and Social Factors, Testing Performance Summary, and Vocational Capacity Scale for the Retarded.

31 Spergel, P., Vocational evaluation: Research and implications for maximizing human potential. Journal of Rehabilitation, 1970, 36(1), 21-24.

Comments upon the state-of-the-art in regard to research in the field of vocational evaluation. Briefly reviews completed research (Research and Training Center, University of Pittsburgh; Philadelphia JEVS - Manpower Administration; Bannister and Overs; Appel, Williams and Fishell; Stotsky and Weinberg; Usdane; General Aptitude Test Battery). Comments upon research in progress and potential future research areas.

32 Pruitt, W., Basic assumptions underlying work sample theory. Journal of Rehabilitation, 1970, 36(1), 24-26.

Defines categories of work samples and cites research on work sampling. Gives brief definition of terms - work sample (including different kinds of work samples), vocational evaluation, work sample evaluation, work potential and work personality. Presents nine basic assumptions regarding work samples with a discussion of each assumption citing validating research for the assumptions.

33 Neff, W., Vocational assessment - theory and models. Journal of Rehabilitation, 1970, 36(1), 27-29.

Discusses problems, theory, and assets of psychological assessment (vocational evaluation).

34 Rosenberg, B., The professional in vocational evaluation. Journal of Rehabilitation, 1970, 36(1), 30-32.

Describes the function, duties, and responsibilities of a vocational evaluator, and indicates need for improvements in the professional training of vocational evaluators.

35 Leshner, S., The relationship of work evaluation to work adjustment training. Journal of Rehabilitation, 1970, 36(1), 32-34.

Definition and discussion of work adjustment process and work evaluation process, the elements common to both and distinctions between each.

36 Barton, E., Vocational evaluation and work adjustment: Vocational development companions. Journal of Rehabilitation, 1970, 36(1), 35-37.

Discusses the problem of different definitions of vocational evaluation and work adjustment and how such definitions create problems for rehabilitation workers and clients alike. Defines vocational evaluation and work adjustment and explores the relationship between the two services.

37 Walker, R., A future for vocational evaluation. Journal of Rehabilitation, 1970, 36(1), 38-39.

A discussion of the faults that vocational evaluation will need to correct in the future if it is to be a responsive organization that is capable of effectively serving others. Emphasizes the need for professionals to develop a feedback system based on long range follow-up of clients so as to improve services.

38 Feingold, S., Work evaluation: Which norms? Rehabilitation Counseling Bulletin, 1961, 4, 126-130.

A discussion of the use of industrial norms versus sheltered workshop norms in the evaluation of workshop clients, particularly those with cerebral palsy.

39 Institute for the Crippled and Disabled, TOWER: Testing, orientation and work evaluation in rehabilitation. New York: Author, 1959.

Book review of TOWER. Describes the TOWER Work Sample Battery and some of the advantages and disadvantages of the system.

41 United Cerebral Palsy Association, Cerebral palsy work classification and evaluation project. St. Louis, Missouri: Author, 1961.

A final report on the results of a cerebral palsy work classification and evaluation project. A combination of work samples and psychological tests was utilized. Report discusses community relationships, criteria for client admission, evaluation instruments used, reporting evaluation results, case finding, counseling, staff conferences, and placement and follow-up. Sample rating scales and evaluation forms included.

42 Ireland, K., Criteria for work evaluation. Cleveland: Vocational Guidance and Rehabilitation Services, 1961.

States need for counselors to have a clear understanding of the evaluation process and discusses some of the theory of work evaluation. Advantages of the work sample approach are noted, and disability groups appropriate for work evaluation approach are listed including physically impaired, psychiatric or emotionally impaired, mentally retarded and others.

43 Cromwell, F., A procedure for pre-vocational evaluation. The American Journal of Occupational Therapy, 1959, 13(1), 1-4.

Presents a pre-vocational approach designed for an occupational therapy department. The article includes purposes of evaluation, areas to be evaluated, specific tests and test batteries to be used, and how to record and evaluate test findings to give an accurate performance rating.

44 Watkins, A., Prevocational evaluation and rehabilitation in a general hospital. Journal of the American Medical Association, 1959, 171, 385-388.

A description of the rehabilitation process at Massachusetts General Hospital which includes a job station evaluation (situational work) in various departments of the hospital. A team approach is utilized. Results of the program are given.

45 Hecker, G., Therapeutic elements in work evaluation. Journal of Rehabilitation, 1959, 25(2), 21-22.

A description of the work evaluation process for cerebral palsy clients at Institute for the Crippled and Disabled. Therapeutic gains by the client are pointed out as benefits of the work evaluation program. Case histories are included to illustrate points.

46 Goldsman, A., & McCormack, P., Laborimeter performance of intellectually normal and subnormal children during learning and retesting. Perceptual and Motor Skills, 1966, 22, 739-742.

Describes a study done with a work simulator (work sample) that involves a bimanual task of placing checker-like objects into holes in the periphery of a rotating disk. The study involved a comparison of normal and retarded youngsters that were evaluated on the work simulator.

47 Arkansas Rehabilitation Research & Training Center, Orientation institute - evaluation for vocational potential. Hot Springs, Arkansas: Author, 1966.

Results of an institute on evaluation of vocational potential designed primarily for rehabilitation counselors. Topics covered include gathering and use of: medical information, background vocational information, psychological information, and social information. Stresses importance of synthesizing all particles of information into a whole.

48 Caruth Memorial Rehabilitation Center. A demonstration project of the feasibility of vocational rehabilitation for vocationally handicapped persons 45 years and over. Dallas, Texas: Author, 1966.

A final project report on the feasibility of vocational rehabilitation for vocationally handicapped persons 45 years of age or over. Subcontract work as a means of evaluation and work adjustment discussed. Results and recommendations included.

49 Diasio, K., & Jones, M., The role of prevocational services in the rehabilitation of young adult psychiatric patients. Paper presented at the Fourth International Congress, World Federation of Occupational Therapists, London, 1966.

Describes a rehabilitation program for young adult psychiatric patients. Includes some discussion of the evaluation aspect of the program and the special considerations in evaluating the mentally ill. Case histories included as illustrations.

50 Friend, E., The significance of the evaluee-evaluator relationship. Rehabilitation Counseling Bulletin, 1966, 9(4), 123-126. Also appears in R. Sankovsky, G. Arthur, & J. Mann (Comps.), Vocational evaluation and work adjustment: A book of readings. Auburn, Alabama: Auburn University, Alabama Rehabilitation Media Service, 1969.

Discussion of the significance of the relationship between client and evaluator in terms of the evaluator's sensitivity to the client's needs and the evaluator's self awareness during the evaluation period.

51 Gelfand, B., The concept of reality as used in work evaluation and work adjustment. *Journal of Rehabilitation*, 1966, *32*(6), 26-28. Also appears in R. Sankovsky, G. Arthur, & J. Mann (Comps.), *Vocational evaluation and work adjustment: A book of readings*. Auburn, Alabama: Auburn University, Alabama Rehabilitation Media Service, 1969.

Importance of a relationship between the evaluator and the client in which reality is stressed. Discusses the need for the evaluator to inform the client of his actual abilities and to point out unrealistic expectations the client may have for himself.

52 Keyte, G., *The bridge assembly test, a manual*. Des Moines, Iowa: State of Iowa, Department of Public Instruction, Division of Rehabilitation Education and Services, n.d.

Manual for the description and administration of the Bridge Assembly Test work sample developed at the Des Moines Rehabilitation Center which measures vocational potential for higher level mechanical-industrial occupations. The sample tests reasoning development, retention capacity, finger dexterity, eye-hand coordination, visual-spatial relationships, and general mechanical aptitude.

53 Goodwill Industries of Wisconsin, *Evaluation job samples*. Milwaukee, Wisconsin: Author, n.d.

A manual for the description and administration of job samples at Goodwill Industries, Milwaukee. Included are job samples for the following areas: clerical; print shop; and manual (electrical, upholstery, woodworking, mechanical, and custodial).

54 Stevens, A., Work evaluation in rehabilitation. *Occupational Therapy and Rehabilitation*, 1950, *29*(3), 157-161.

A discussion of the need for work evaluation in order to determine skills, abilities, and interests. Describes the variety of ways in which work techniques can be used to evaluate the handicapped.

55 Redkey, H., & White, B., *The pre-vocational unit in a rehabilitation center-an effective tool for evaluating work potential of the handicapped*. Washington, D.C.: U.S. Department of Health, Education and Welfare, 1956.

A comprehensive plan for the development of a pre-vocational unit in a rehabilitation center. Topics included are: Purposes, organization, and objectives of the unit; general equipment needs; clerical, skilled, and semi-skilled evaluation equipment needs; service occupation equipment needs; advisory council; personnel requirements; floor plans and space needs.

56 Gellman, W., Vocational evaluation of the emotionally handicapped. *Journal of Rehabilitation*, 1957, *23*(4), 9-10.

Describes a vocational evaluation program for the emotionally handicapped developed at the Vocational Adjustment and Evaluation Center, a workshop conducted by the Jewish Vocational Service of Chicago. Stresses importance of treating diagnostic workshop as an integral part of the vocational counseling and rehabilitation process. Discusses patterns and programs of the work evaluation process, the purpose of the workshop, and a statement of the findings of the study.

57 Stout State University, *Vocational evaluation curriculum development workshop*. Menomonie, Wisconsin: Author, 1967.

Proceedings of a workshop conducted at Stout State University in 1967 to plan a graduate program in vocational evaluation. Included are papers presented by Campbell (Problems in Defining Work Evaluation and Work Adjustment), Rosenberg (Role of the Evaluator in a Rehabilitation Center), Speiser (The Role of the Evaluator in a Sheltered Workshop), Gellman (The Principles of Vocational Evaluation), Hoffman (As An Educator Sees the Need to Train Work Evaluators), and Whitten (Activities of VRA That Have Meaning for Vocational Evaluators).

58 Campbell, J., Problems in defining work evaluation and work adjustment. In Stout State University, *Vocational evaluation curriculum development workshop*. Menomonie, Wisconsin: Author, 1967.

A description of the work evaluation and work adjustment units of the Vocational Guidance and Rehabilitation Service (VGRS) of Cleveland is given. Discusses the difference between the two services from a physical and conceptual standpoint, and the problems in providing clear-cut definitions for each service.

59 Rosenberg, B., Role of the evaluator in a rehabilitation center. In Stout State University, *Vocational evaluation curriculum development workshop*. Menomonie, Wisconsin: Author, 1967.

Objectives and development of a vocational evaluation unit are discussed. Lists qualities which an evaluator should possess. Some discussion of the Institute for the Crippled and Disabled's TOWER System.

60 Speiser, A., The role of the evaluator in a sheltered workshop. In Stout State University, *Vocational evaluation curriculum development workshop*. Menomonie, Wisconsin: Author, 1967.

A presentation of the roles and functions an evaluator may play in the course of his work. Some discussion of evaluation techniques including work sampling, psychometrics, and real work.

61 Gellman, W., The principles of vocational evaluation. In Stout State University, *Vocational evaluation curriculum development workshop*. Menomonie, Wisconsin: Author, 1967. Reprinted in *Rehabilitation Literature*, 1968, *29*(4), 98-102. Also appears in R. Sankovsky, G. Arthur, & J. Mann (Comps.), *Vocational evaluation and work adjustment: A book of readings*. Auburn, Alabama: Auburn University, Alabama Rehabilitation Media Service, 1969.

Presents principles, goals, and process of vocational evaluation. Treatment methods and techniques of vocational evaluation are also discussed.

62 Hoffman, P., As an educator sees the need to train work evaluators. In Stout State University, *Vocational evaluation curriculum development workshop*. Menomonie, Wisconsin: Author, 1967.

Stresses the need for expansion of professional training for vocational evaluators. Lists objectives of evaluation, various roles and functions of an evaluator, and the personal qualities an evaluator should possess. Outlines a curriculum program in vocational evaluation.

63 Whitten, E., Activities of VRA that have meaning for vocational evaluation. In Stout State University, *Vocational evaluation curriculum development workshop*. Menomonie, Wisconsin: Author, 1967.

Reviews federal legislation through 1968 as it pertains to vocational rehabilitation and sheltered workshops and talks of the future of the rehabilitation movement.

64 Clark, G., Prevocational evaluation in work-study programs: An expanded view. Unpublished manuscript, University of Illinois, Urbana, Illinois, n.d.

Discusses various approaches to prevocational evaluation in work-study programs including: the psychological testing approach (intelligence tests, achievement tests, aptitude tests, and personality tests); the job analysis approach; work sample approach; the situational approach (in-school trial, out-of-school trial); medical appraisal approach.

65 Goldsman, A., The laborimeter. Unpublished manuscript, Sir George Williams University, Montreal, n.d.

Discussion of the development and performance of the laborimeter, a work simulator designed to evaluate for thirty low level repetitive industrial jobs.

66 Goodwill Industries of Ashtabula, *Prevocational evaluation of Ashtabula Goodwill Industries*. Ashtabula, Ohio: Author, n.d.

A manual of the evaluation program at Ashtabula Goodwill Industries. Work tests described include sorting, mechanical abilities, money changing, dexterity, geometric figure configuration, clerical including mimeo and copier machines, small appliance repair, furniture repair, radio and TV repair, painting, truck helper, sewing, laundry, sales clerking, and janitor work.

67 Krantz, G., *A standard prevocational evaluation report form*. Minneapolis: Minnesota Cooperative School - Rehabilitation Center, n.d.

Definition of prevocational evaluation and the aims of the process. Discussion of the characteristics of a good evaluation report and the necessity for a satisfactory evaluation report form to accomplish this. Sample evaluation form included.

68 Match, E., Training vocational evaluators. Unpublished manuscript, University of Pittsburgh, n.d.

Describes a curriculum for training of work evaluators, discusses the function of vocational evaluation units, and describes the vocational evaluation process.

69 Pineland Rehabilitation Facility, *Pineland Rehabilitation Facility procedures*. Columbia, South Carolina: Author, n.d.

A manual of tasks and the procedures used to evaluate mentally retarded at the Pineland Training School and Hospital at Columbia, South Carolina. General areas of evaluation include trades and crafts, home and service areas, janitorial, and personal adjustment. Specific tasks include color vision, math, collating colors, pin dexterity, nut and bolt assembly, carpentry, furniture repair, painting, bicycle repair, small engine repair, general housecleaning, laundry, sewing, food preparation, public dining room and kitchen procedures, baby sitting, nurses aide, cosmetology, service station attendant, physical therapy assistant, janitor tasks, chicken farm work, yard work, personal grooming and manners, word recognition, finances, communications, use of public transportation, shopping, friend and family relationships, money management, and recreation. Also included is a sample evaluator's rating form.

70 Cranfield, H., Assessment of the working capacity of the physically disabled person. *Occupational Therapy and Rehabilitation*, 1947, *26*, 128-135.

Utilization of a physical capacities evaluation and job analysis approach is discussed in relation to determining what jobs the handicapped individual is able to perform from a physical standpoint and what jobs are in keeping with the individual's physical abilities.

71 Thompson, C., Prevocational activities for the physically handicapped. *The American Journal of Occupational Therapy*, 1947, *1*, 152-154.

Discusses the value of providing vocational experience and evaluation for the physically handicapped client. Points out that such services may be arranged for in the community as well as the occupational therapy workshop.

72 Usdane, W., Vocational counseling with the severely handicapped. *Archives of Physical Medicine and Rehabilitation*, 1953, *34*, 607-616.

A discussion of two successful techniques employed in the Guidance Testing Class at the Institute for the Crippled and Disabled, New York City: job task assignments (work samples), which are related to trades taught at the institute; and role-playing, a preparation for employer interviews.

73 Whitehouse, F., Client evaluation in the habilitation process. Journal of Rehabilitation, 1953, 19(6), 4-6. Also appears in R. Sankovsky, G. Arthur, & J. Mann (Comps.), Vocational evaluation and work adjustment: A book of readings. Auburn, Alabama: Auburn University, Alabama Rehabilitation Media Service, 1969.

A discussion of the advantages of work as an evaluation tool. Both merits and limitations of standardized testing included. Points out the way in which work evaluation results are of benefit to the doctor, psychologist, vocational counselor, and training instructor in their evaluation of the client. Guidance Test Class at Institute for the Crippled and Disabled, New York, cited as an example.

74 Ayres, A., A form used to evaluate the work behavior of patients. The American Journal of Occupational Therapy, 1954, 8(2), 73-74.

Considers contribution of occupational therapist which adds to general knowledge of the patient in areas of physical capacity and work behavior. Describes a form used to evaluate work behavior of patients. Sample form and scoring instructions included.

75 Ayres, A., A pilot study on the relationship between work habits and workshop production. The American Journal of Occupational Therapy, 1955, 9(6), 264-267.

A study designed to determine the relationship between work habits of cerebral palsied clients and their workshop production. Results of correlation between dexterity and production included.

76 Miller, M., & Ketron, F., Measuring the job potential of the disabled. Journal of Rehabilitation, 1955, 21(6), 10-11.

A description of a work exploratory plan from Indianapolis Goodwill Industries designed to evaluate apparent unemployables. Discusses the plan which is characterized by frequent supervisor checkups during trial work periods and gives some details on the types of job samples used in the evaluation-training areas.

77 Park, P., Realistic job goals for cerebral palsied. Performance, 1956, 6(11), 7-8.

A description of the process of testing vocational potential of adult cerebral palsied in the CP Work Classification and Evaluation Center, Institute for the Crippled and Disabled, New York.

78 Ayres, A., A study of the manual dexterity and workshop wages of thirty-nine cerebral palsied trainees. American Journal of Physical Medicine, 1957, 36, 6-10.

A study of the level of manual dexterity as it relates to workshop wages of cerebral palsied clients. Description of the testing method (General Aptitude Test Battery), results and conclusions included.

79 Friedman, S., & Neff, W., Use of a simulated work environment in vocational rehabilitation. Employment Security Review, 1957, 14(9), 8-11.

Presents purpose and design of the Vocational Adjustment and Evaluation Center of the Jewish Vocational Service of Chicago. Discusses the importance of the simulation of a true work atmosphere.

80 Ireland, K., Evaluating work behavior in occupational therapy. Journal of Rehabilitation, 1957, 23(1), 8-9.

Describes the value and use of the Work Evaluation Progress Report, a rating scale which provides a combination of check-off and written reporting. Form is divided into the following sections: general abilities, work approach, work tolerance, social attitudes, expressed interest and aspirations, and recommendations.

81 Menchel, J., Prevocational evaluation. Journal of Rehabilitation, 1957, 23(5), 16-17.

The responsibilities and roles of the evaluator toward a client in a prevocational unit of a sheltered workshop is discussed with emphasis on a guided exploration of the client's interests and capabilities.

82 Moed, M., Klincewicz, W., & Usdane, W., Who is the prevocational evaluator? Vocational Guidance Quarterly, 1957, 5, 161-164.

Suggests the need for a rehabilitation or vocational counselor to have access to a work laboratory in which to observe the work behaviors to augment counseling with his clients.

83 Redkey, H., The function and value of a pre-vocational unit in a rehabilitation center. The American Journal of Occupational Therapy, 1957, 11(1), 20-24.

Stresses need for increase of pre-vocational services as a result of legislation mandates and the numbers of handicapped in need of such services. Discusses the nature of the pre-vocational unit and its relation to other members of the rehabilitation team.

84 Routh, T., Evaluation of client potential. Journal of Rehabilitation, 1957, 23(3), 18.

Points out the limitations of psychological testing. Stresses that the evaluation process must include a wider variety of techniques in order to evaluate the whole man and that the process must be simple, impersonal, and impartial in order to achieve effective and objective results.

86 Walker, R., Prevocational contributions to vocational rehabilitation. The American Journal of Occupational Therapy, 1957, 11(4), 250-252.

Indicates the areas in which prevocational information is of use to the vocational counselor: assessment, counseling, occupational information, training, job placement, and follow-up. Emphasizes need for evaluators to be trained for their positions.

87 Yue, S., Moed, M., & Darling, R., Prevocational medical evaluation of young cerebral palsied adults. Archives of Physical Medicine and Rehabilitation, 1957, 38, 283-289.

Discusses the importance of physical, mental, and emotional status evaluation in conjunction with vocational evaluation for cerebral palsied clients and the integration of results from all areas in order to arrive at a feasible vocational goal.

88 Bailey, J., The work trial method of vocational evaluation. Journal of Rehabilitation, 1958, 24(1), 12-14.

Reviews history and development of work trial evaluation, describes an evaluation process, and summarizes the benefits gained by the client, as well as knowledge gained by the evaluator of the client.

89 Combs, M., Nadler, E., & Thomas, C., Vocational exploration: Methodological problems and a suggested approach. The American Journal of Occupational Therapy, 1958, 12(2), 64-68.

Describes the need for, theory, and development of a work evaluation section at Highland View Hospital Sheltered Workshop. The following problems are discussed: characteristics of the work population, job universe from which items are drawn, test administration, how items are scored, how item scores can be combined to give meaningful whole results (sample test sheet included), consistency of the evaluation in measuring work capacities, results for prediction of work performance.

90 Ferguson, R., Evaluating vocational aptitudes and characteristics of mentally retarded young adults in an industrial-agricultural workshop. American Journal of Mental Deficiency, 1958, 62, 787-791.

Describes a program designed to: (1) develop evaluation techniques for young mentally retarded adults; (2) establish a training program with realistic vocational objectives; (3) place the students in competitive employment or in the workshop; and (4) develop predictive factors to aid in the selection, training, and guidance as a model for others to use. Describes special tests and methods utilized.

91 Menchel, J., Pre-vocational evaluation in the workshop. American Journal of Physical Medicine, 1958, 37, 28-34.

Describes a method for physical functioning evaluation (primarily manual dexterity) of cerebral palsied adults. Quantitative and qualitative physical function measurements are described. Illustrative scales are included. A model pattern for the evaluation report and a sample case is shown.

92 Miller, M., Does a work evaluation program work? Journal of Rehabilitation, 1958, 24(2), 8-9.

A follow-up of client success and evaluation report on the effectiveness of an assessment program for apparent unemployables at Goodwill Industries of Indianapolis. (A description of the original program appears in the November-December, 1955, issue of Journal of Rehabilitation).

93 Reuss, E., Rawe, D., & Sundquist, A., Development of a physical capacities evaluation. The American Journal of Occupational Therapy, 1958, 12(1).

Development, description, and purpose of a physical capacities evaluation (PCE) is discussed. Discusses the use of the PCE as a predictor from both the physical and vocational standpoint.

94 Flanagan, J., Fivars, G., & Tuska, S., Predicting success in typing and keyboard operation. Personnel and Guidance Journal, 1959, 37(5), 353-357.

Describes the "Tapping Test" work sample designed to predict success in typing and keyboard operation without using a typewriter. Reliability and validity data included.

95 Glaser, N., An employability rating scale for handicapped persons. Journal of Jewish Communal Service, 1959, 36, 239-244.

Describes the development and construction of a rating scale for predicting the employability of physically, emotionally, and socially handicapped persons. Discusses theory of employability and an individual's vocational pattern as they relate to the development of the scale.

96 Gorthy, W., et al., Vocational evaluation by work sample technic and its dependence upon medical contributions. Archives of Physical Medicine and Rehabilitation, 1959, 40, 238-242.

Describes the development and use of the TOWER System (Testing, Orientation and Work Evaluation in Rehabilitation) at Institute for the Crippled and Disabled, New York. Discusses the importance of medical evaluation in conjunction with vocational evaluation.

97 Granofsky, J., A manual for occupational therapists on prevocational exploration. Dubuque, Iowa: Wm. C. Brown Book Company, 1959.

A manual developed for occupational therapists to use as a basis for designing and using prevocational evaluation. The following areas are discussed: historical development, occupational therapist's role, methodology, assembly of data, job analysis, and construction of occupational tests. Included is a series of forms used in the course of prevocational evaluation; a bibliography that deals with problems related to prevocational evaluation; and a broader bibliography of techniques, procedures of job analysis, and selective placement pertinent to prevocational evaluation.

98 Moed, M., Pre-vocational and vocational evaluation of individuals with cerebral palsy. Cerebral Palsy Review, 1959, 20, 3-5.

Defines pre-vocational evaluation and discusses the following processes with the cerebral palsied: securing information on physical functioning, intelligence, communication ability, visual disorders, and social development. Describes process of vocational evaluation: establishing occupational categories, selecting category for client, and pinpointing specific vocational objectives. Notes significance of work samples in vocational evaluation as demonstrated in the evaluation program at the Institute for the Crippled and Disabled.

99 Nadler, E., & Peszczynski, M., Status of the prevocational unit. Archives of Physical Medicine and Rehabilitation, 1959, 40, 109-112.

Analyzes the functions of evaluation units with a view toward clarifying old processes and developing more useful new procedures. The difference between evaluation and treatment is outlined. Need for behavioral objectives which can be measured is stressed. Factor analysis as an approach to the problem of measuring behavior is discussed.

100 Acker, M., & Thompson, D., Development of the prevocational unit: Stanford Rehabilitation Service. Archives of Physical Medicine and Rehabilitation, 1960, 41, 195-198.

A report by the Stanford University Rehabilitation Service and Department of Industrial Engineering to develop work samples and other means of assessing learning ability, emotional tolerance, and skill potential.

101 Cromwell, F., Occupational therapist's manual for basic skills assessment or primary pre-vocational evaluation. Pasadena, California: Author, 1960.

A manual designed to provide information and a framework for basic skills assessment or primary pre-vocational evaluation. Includes descriptions of standardized manual dexterity tests, description and instructions for administering job samples including sorting and inspecting, collating, filing and clerical, and assembly and packaging. Defines testing terms.

103 Tobias, J., & Gorelick, J., The effectiveness of the Purdue Pegboard in evaluating work potential of retarded adults. Training School Bulletin, 1960, 57, 94-103.

A report of the results of a study designed to determine the effectiveness of the Purdue Pegboard in evaluating work potential of retarded adults. Results include: test result comparisons with normals, inter-correlations of the Purdue sub-tests, effect of practice dexterity at different levels of retardation, relationship between dexterity and intelligence, validity of the Purdue Pegboard, correlation with other evaluation tests, correlating earnings with results of the Purdue Pegboard. Summary and discussion included.

104 Muthard, J. (Ed.), Proceedings of the Iowa conference on pre-vocational activities. Iowa City, Iowa: State University of Iowa, 1960.

Report of the Proceedings of the Iowa Conference on Pre-Vocational Activities. Included are articles by Neff (Research Issues in Vocational Evaluation), Fiske (Problems in Measuring Capacity and Performance), and Moed (Review of Current Programs).

105 Moed, M., Procedures and practices in pre-vocational evaluation: A review of current programs. In J. Mutard (Ed.), Proceedings of the Iowa conference on pre-vocational activities. Iowa City, Iowa: State University of Iowa, 1960.

Short descriptions of methods of vocational evaluation including work samples, sub-contract work, psychological testing, a time and methods approach to work sample development and work station evaluations. Also included are descriptions of vocational evaluation programs such as TOWER (Institute for the Crippled and Disabled), Vocational Adjustment Center (JVS, Chicago), and programs employing combination approaches. Discussion of role of the evaluator.

106 Fiske, D., Problems in measuring capacity and performance. In J. Muthard (Ed.), Proceedings of the Iowa conference on pre-vocational activities. Iowa City, Iowa: State University of Iowa, 1960. Also appears in R. Sankovsky, G. Arthur, & J. Mann (Comps.), Vocational evaluation and work adjustment: A book of readings. Auburn, Alabama: Auburn University, Alabama Rehabilitation Media Service, 1969.

Discussion or problems in measuring accurately and objectively client capacity and performance. Positive and negative aspects of different approaches, including psychological testing, are noted. Gives rationale and examples of situational evaluation. Stresses the importance of the evaluator's judgement.

107 Neff, W., Research issues in vocational evaluation. In J. Muthard (Ed.), Proceedings of the Iowa conference on pre-vocational activities. Iowa City, Iowa: State University of Iowa, 1960.

Stresses the need for scientific methods of research in the area of vocational evaluation and indicates specific areas in which research is needed.

108 Hallenbeck, C. (Ed.), An investigation into the vocational potential of hospitalized patients with chronic disabilities. Cleveland: Highland View Hospital, 1960.

A final report of a project, carried out at Highland View Hospital, Cleveland, Ohio to increase the likelihood of chronically disabled patients in finding employment after discharge from the hospital. The project plan had five aims: to research the job potentials of clients by evaluation of aptitudes and interests, to correlate production indices of a job to work opportunities in the Cleveland area, to investigate work activities which offer transition from the hospital into private industry or sheltered workshops for the client who cannot meet industrial norms, to research into the modification of tools and equipment for use by the disabled, and to provide evaluation information useful to any hospital with chronic patients. (Office of Vocational Rehabilitation Special Project Grant 41-56)

109 Helfand, A., Vocational counseling in work evaluation of the cerebral palsied. Journal of Rehabilitation, 1960, 26(6), 5-6.

A discussion of the need for the evaluator to act in a dual role as both evaluator and vocational counselor for the client. Points out the particular functions which the evaluator plays in each of the two roles.

110 Institute for the Crippled and Disabled, Cerebral palsy work classification and evaluation project. New York: Author, 1960.

Final report, in two volumes, of a five-year project to determine procedures for evaluating vocational potential of cerebral palsied individuals. Overall purpose of Volume I is to guide in the developing of a standardized procedure for observation and evaluation of clients. Volume I contains four parts: (1) community organization and planning before client enters evaluation; (2) operational procedures including principles of evaluating cerebral palsied, selection and technique for work samples, floor plans, staffing information, length and order of evaluation, presenting sample to client and analyzing performance, job analysis, recording data, daily planning and conferences; (3) description of work samples including assembly, sorting and packaging, inspection, service areas, and clerical - describes adaptive equipment for work samples; (4) evaluation as a diagnostic and therapeutic medium (roles of social worker, counselor). Appendices include examples of rating scales and work sheets, list of equipment and tools and work sample test sheets. (Research and Demonstration Grant 16A, Volume I - PB-194914, Volume II - PB-194713)

111 Machek, O., & Collins, H., Preliminary report of evaluating and classifying the vocational potential of the cerebral palsied. Archives of Physical Medicine and Rehabilitation, 1960, 41, 434-437.

Description of the initial results of a project at the Buder Youth and Adults Center, United Cerebral Palsy Association, St. Louis, to evaluate and classify the vocational potential of persons with cerebral palsy. Statistical data is given for clients who have completed the project.

112 Menchel, J., Pre-vocational evaluation of the mentally retarded. Vocational Guidance Quarterly, 1960, 8, 209-211.

Presents three steps in the evaluation process for the mentally retarded adult: (1) establish minimum requirements for job performance; (2) determine attitudes, skills and information necessary for the client to perform the job; and (3) design a pre-vocational evaluation to achieve the first two objectives. Recommends an analytical method of job analysis as a necessary first step toward understanding the demands of a job on a disabled person.

113 Rosenberg, B., & Wellerson, T., A structured pre-vocational program. The American Journal of Occupational Therapy, 1960, 14(2), 57-60.

A distinction between vocational evaluation and pre-vocational evaluation at the Institute for the Crippled and Disabled is made. Procedures of the TOWER program are discussed. Aspects of pre-vocational evaluation include improving work habits, work tolerance, and productive speed. The role of the occupational therapist in prevocational evaluation is described.

114 Tobias, J., Evaluation of vocational potential of mentally retarded young adults. Training School Bulletin, 1960, 56, 122-135.

Discusses shortcomings of standard intelligence tests in evaluation of retarded young adults. Describes the use and advantages of work samples in order to provide a more complete evaluation. Samples described fall into the areas of manual dexterity, visual motor coordination, ability to follow directions, spatial relations, and counting. Correlations between I.Q. and work samples, correlations between work samples, and validity of work sample results included.

116 Wegg, L., The essentials of work evaluation. The American Journal of Occupational Therapy, 1960, 14(2), 65-69. Also appears in R. Sankovsky, G. Arthur, & J. Mann (Comps.), Vocational evaluation and work adjustment: A book of readings. Auburn, Alabama: Auburn University, Alabama Rehabilitation Media Service, 1969.

Considers vocational role of the occupational therapist in determining needs, measuring abilities, and predicting capacities of the individual. Chief method is through work samples, the objectives of which are listed. Examines organization of work tests and the role of occupational therapist as tester. Discusses pre-testing; the administration, observation, recording and evaluation of the work sample; and preparation of reports.

117 Yue, S., & Moed, M., Medical and vocational evaluation of young adult cerebral palsied: Experience and follow-up, 157 cases. Archives of Physical Medicine and Rehabilitation, 1960, 41, 136-142.

Description of the Cerebral Palsy Work Classification project at the Institute for the Crippled and Disabled. The description includes information on the correlation found between employment success and vocational evaluation to statistically predict the validity of vocational evaluation for young adult cerebral palsied clients. Included is description of the medical evaluation, physical evaluation, mental evaluation, vocational evaluation, and follow-up procedures.

118 Acker, M., Dauterman, W., & MacDonald, W., Prevocational evaluation examined. New Outlook for the Blind, 1961, 55, 251-252.

Contains results of a questionnaire with the following questions: (1) for what reasons are clients referred for evaluation; (2) how are referrals made; (3) what are some inappropriate reasons for referral for evaluation. Based on results, recommendations are that the evaluation process be further studied and clarified.

119 Burrows, J., The state and private agency view of the role of the prevocational unit in the community. In New York University, School of Education, Proceedings of the conference on pre-vocational evaluation units and their use by state vocational rehabilitation agencies in Region II. New York: Author, 1961.

Role of the evaluation unit in the community is discussed. Report on the development of a prevocational unit using the combined resources of the Institute for the Crippled and Disabled (ICD) and the New York Division of Vocational Rehabilitation (DVR). Describes the TOWER System. The role of the vocational counselor in vocational evaluation is discussed.

120 DeSimone, A., An overview of pre-vocational unit evaluation programs. In New York University, School of Education, Proceedings of the conference on pre-vocational evaluation units and their use by state vocational rehabilitation agencies in Region II. New York: Author, 1961.

Discusses briefly the history and development of pre-vocational unit programs. Also discusses where pre-vocational programs may be used, methods, and objectives. Describes various selected research and demonstration projects sponsored by the Office of Vocational Rehabilitation.

121 Reisman, M., State vocational rehabilitation and pre-vocational evaluation units. In New York University, School of Education, Proceedings of the conference on pre-vocational evaluation units and their use by state vocational rehabilitation agencies in Region II. New York: Author, 1961.

Discusses the need for closer relationships between vocational rehabilitation personnel and pre-vocational evaluation personnel which may be achieved through mutual goals and mutual understandings of problems. Discusses what the counselor must consider in referring a client for evaluation, and what the counselor seeks as results from a pre-vocational evaluation unit.

122 New York University, School of Education, Proceedings of the conference on pre-vocational evaluation units and their use by state vocational rehabilitation agencies in Region II. New York: Author, 1961.

Proceedings of a conference on pre-vocational evaluation units and their use by state vocational rehabilitation agencies in Region II. Includes papers presented by DeSimone (Overview of Pre-Vocational Unit Evaluation Programs), Reisman (State Vocational Rehabilitation and Pre-Vocational Evaluation Units), and Burrows (The State and Private Agency View of the Role of the Pre-Vocational Unit in the Community).

123 Galazan, M., Evaluation's goals: Prediction or elimination. Rehabilitation Record, 1961, 2(4), 16-18.

Points out that the process of evaluation tends to be negative and elimination oriented. Discusses purposes of evaluation and how the process of evaluation may be made positive in order to eliminate rehabilitation failures instead of rehabilitation clients.

124 Gellman, W., The vocational adjustment shop. Personnel and Guidance Journal, 1961, 39, 630-633. Also appears in R. Sankovsky, G. Arthur, & J. Mann (Comps.), Vocational evaluation and work adjustment: A book of readings. Auburn, Alabama: Auburn University, Alabama Rehabilitation Media Service, 1969.

A discussion of the workshop as a tool to develop appropriate work behavior and attitudes. Lists many of the advantages and disadvantages of such a workshop, discusses the shop as a situational adjustment technique, and how the shop seeks to rehabilitate those with "unemployability" problems.

125 Goodwill of America, Inc., Work evaluation and employment preparation services for mentally retarded adults. Washington, D.C.: Author, 1961.

A report of the Institute on Sheltered Workshop Services for the Mentally Retarded held at University of Kansas. Contains a variety of short presentations dealing with work evaluation and employment preparation services for mentally retarded adults.

126 Gragert, H., Demonstrating "job ability." Rehabilitation Record, 1961, 2(4), 14-15.

A report of a program, carried on by Goodwill Industries of Greater Kansas City, designed to provide vocational evaluation, training and placement services for mentally retarded clients. Indicates the number of clients served, and the beginning salaries received upon completion of the evaluation program.

127 Jacobs, A., & Hay, J., Vocational reporting in the vocational rehabilitation process. Personnel and Guidance Journal, 1961, 40, 368-372. Also appears in R. Sankovsky, G. Arthur, & J. Mann (Comps.), Vocational evaluation and work adjustment: A book of readings. Auburn, Alabama: Auburn University, Alabama Rehabilitation Media Service, 1969.

Describes preparation and organization of a comprehensive vocational report. Tells what report should contain, in what settings it can be used, how it is designed, and discusses in detail the data included.

128 Kolstoe, O., & Shafter, A., Employability prediction for mentally retarded adults: A methodological note. The American Journal of Mental Deficiency, 1961, 66(2), 287-289.

A discussion of the problems of employability prediction for mentally retarded adults. Points out the need for a differential analysis of vocational and social behavior. Presents example of such an analysis and a proposal for implementing the procedure.

129 Krantz, G., Prevocational evaluation and prediction. Unpublished paper, Minnesota Cooperative School - Rehabilitation Center, 1961.

Discusses limitations of standardized aptitude tests (including GATB) in predicting performance of handicapped people. Refers to the increase in the use of work tasks and points out advantages and disadvantages of these techniques. Theory of prevocational evaluation is presented from the standpoint of motivational factors, social matrix, physical surroundings and duration of evaluation. Discusses confusion in meanings of prevocational and vocational evaluation.

130 Ladas, P., Worksample learning rates of the mentally retarded trainee as indicators of production in a work-training center. Personnel and Guidance Journal, 1961, 39, 396-402.

Description of a study developed to examine the degree to which learning performance within the evaluation setting can predict the productivity of the mentally retarded client in a work-training center. Work samples utilized are described and statistical results are included.

131 Machek, O., & Collins, H., Second year review of evaluating and classifying the vocational potentials of the cerebral palsied. Archives of Physical Medicine and Rehabilitation, 1961, 42, 106-108.

A follow-up study of a rehabilitation project to evaluate and classify cerebral palsied adults utilizing the work sample technique of evaluation. Included are the results and observations of this study after two years of development. (See preliminary report, same authors, 1960.)

132 Moed, M., Work classification and evaluation. Rehabilitation Record, 1961, 2(5), 11-13.

Discussion of the work sample program at the Institute for the Crippled and Disabled in New York for the cerebral palsied. The evaluation utilizes 100 work samples from five areas (manual dexterity, clerical work, basic tool evaluation, basic vocational equipment, basic academic skills) and each area is graded into four occupational levels (unskilled, semi-skilled, clerical, and elemental service). Norms taken from industry.

133 Spangler, D., Thomas, C., & Peszczynski, M., The application of psychometrics in the vocational evaluation of the adult severely disabled. Archives of Physical Medicine and Rehabilitation, 1961, 42, 180-184.

A discussion of criticism, applications, and trends in the use of psychometric tests for the evaluation of disabled adults. The discussion includes theoretical assumptions of vocational evaluation, practical aspects of using psychometric tests, research implications for the use of tests with disabled, and suggested applications for psychometric tests.

134 Thomas, C., Spangler, D., & Izutsu, S., Some fundamental propositions in the construction of evaluation units in vocational rehabilitation. Personnel and Guidance Journal, 1961, 39, 586-589.

Points out the lack of substantial validity, proofs and normative data for most prevocational methods. Discusses Guidance Test Class 1 & 2 evaluation programs as an example of attempts to improve validity of evaluation procedures. Suggests prevocational evaluation development follow the technical steps established in the field of psychometric testing.

135 Appell, M., Williams, D., & Fishell, K., Significant factors in placing mental retardates from a workshop situation. The Personnel and Guidance Journal, 1962, 41, 260-265.

Discusses a study conducted to determine the differences between retardates who are considered to be terminal (long range) and retardates who have achieved competitive employment after a period of exposure in a workshop. Identifies certain factors which would distinguish between the two groups using the Work Evaluation Report (WER) developed by the project participants. Tables and written discussion included in description of results.

136 Fredericksen, N., Factors in in-basket performance. Psychological Monographs: General and Applied, 1962, 76(22), Whole No. 541.

Describes a technique to evaluate administrative-executive abilities. Letters, notes, memorandums, etc. are deposited in an in-basket and the testee is evaluated in the manner in which he handles the different situations represented by the in-basket materials. Contains detailed statistical study.

137 Gragert, H., Differential diagnosis, training, and job placement for the mentally retarded. Journal of Rehabilitation, 1962, 28(2), 35-37.

Describes a program, developed by Goodwill Industries of Greater Kansas City, to prepare the mentally retarded adult for gainful employment utilizing available community resources. The evaluation consists of intensive intellectual, academic, social, psychological and vocational assessment. At the end of the assessment process the client may be recommended for training or an on-the-job placement. Common personality characteristics as seen in the retarded person during evaluation are presented.

138 Sidwell, R., Ireland, K., & Kluckert, G., Use of actual job samples in prevocational and work evaluation units. Rehabilitation Counseling Bulletin, 1962, 5, 17-22. Also appears in R. Sankovsky, G. Arthur, & J Mann (Comps.), Vocational evaluation and work adjustment: A book of readings. Auburn, Alabama: Auburn University, Alabama Rehabilitation Media Service, 1969.

A report on the percentage amounts of use of actual job samples as prevocational tools in workshops, hospitals and rehabilitation centers. Contains information on evaluators' methods of determining areas for job sampling; what types of tools, fixtures, etc. are used as materials for job samples.

139 Sinick, D., Client evaluation: Work task approach. Rehabilitation Record, 1962, 3(2), 6-8. Also appears in R. Sankovsky, G. Arthur, & J. Mann (Comps.), Vocational evaluation and work adjustment: A book of readings. Auburn, Alabama: Auburn University, Alabama Rehabilitation Media Service, 1969.

Discusses need for and merits of work samples. Lists qualities that can be evaluated by the work sample method and benefits to the client through use of work samples. Limitations of work samples are also discussed. Indicates areas of research need such as validity of samples, performance correlation between methods of evaluation rating scales, and suitable norms.

140 United Cerebral Palsy Association of Philadelphia and Vicinity, Work classification and evaluation center for the cerebral palsied in Philadelphia and vicinity. Philadelphia: Author, 1962.

A final report of a project designed to create more effective evaluation facilities, and to demonstrate the effectiveness of work samples as a technique for vocational evaluation and classification for the cerebral palsied. A description of the evaluation process is included as are case histories as examples of the complex problems present in working with cerebral palsied clients. (Office of Vocational Rehabilitation Demonstration Project 270)

141 Goodwill Industries of America, Inc., Manual for the establishment of a work evaluation program within a sheltered workshop setting. Washington, D.C.: Author, 1959. See Miller, M., Work evaluation manual for Goodwill Industries which is a revision of this publication.

A detailed manual with step-by-step procedures for establishing a work evaluation program. Points out need for relating evaluation to the local community, and presents objectives for organization of evaluation programs. Included are descriptions and directions for administering ten job samples in the clerical area, nine in semi-skilled job samples, and eight job samples in janitorial and domestic areas. Clerical job samples included are: hand and electric adding machine operation, card filing, collating, stapling, mail sorting, record keeping, phone book use, petty cash transactions, and mimeographing. Semi-skilled job samples are: bolt sorting, textile sorting, buffing, furniture stripping, upholstering of footstool, bicycle disassembly and assembly, wooden shelf assembly, spray gun assembly, and clothing form finishing. Janitorial and domestic job samples included are: replacing washer in faucet, washing wood or varnished floors, floor sweeping, window washing, table setting, bed making, domestic cleaning, and ironing. Lists equipment needed.

142 Burdett, A., An examination of selected prevocational techniques utilized in programs for the mentally retarded. Mental Retardation, 1963, 1, 230-237.

A discussion of various approaches to the vocational evaluation of the mentally retarded adolescent. Three methods of evaluation are described: the work sample approach to evaluation, the job performance evaluation in the sheltered workshop, and the standardized test evaluation.

143 Gellman, W., Stern, D., & Soloff, A., A scale of employability for handicapped persons. Chicago: Jewish Vocational Service, 1963.

A summary of the scale of employability for handicapped persons discusses the following: subjects, overall prediction, reliability, factor analysis, common factors and outcomes, follow-up study, background characteristics, selection study, and conclusions drawn from the scale.

144 Hallenbeck, C., & Hallenbeck, P., Using standard tests to predict job performance in hospital workshops. Rehabilitation Counseling Bulletin, 1963, 7(1), 6-11.

Results of a five-year project at Highland View Hospital, Cleveland. Development of a rating scale designed to report: (1) number of jobs a worker can do, (2) productivity, (3) steadiness of work habits, (4) attendance and punctuality, (5) independence from supervision, (6) quality of work. Reports correlation between WAIS and Bender-Gestalt and job performance. Also includes results of study of mental deterioration in old age.

145 Hamlin, D., & Ugland, R., Recognizing the limitations of norms. In G. Krantz (Ed.), Conference on prevocational evaluation. Minneapolis: Minneapolis Public Schools, 1963.

Discusses the limitations and merits of using norms on tests for employment.

146 Krantz, G., (Ed.), Conference on prevocational evaluation. Minneapolis: Minneapolis Public Schools, 1963.

Proceedings of a conference held by the Minneapolis Public School system concerning prevocational evaluation. Included in the proceedings are presentations by Krantz (Prevocational Evaluation as a Technology), Mulhern (Specifics in Pre-Vocational Evaluation), Matthews (Prevocational Evaluation and Principles of Test Construction), Olson (Pre-Vocational Evaluation Through Assignment to Work Relief), and Hamlin and Ugland (Recognizing the Limitations of Norms). (Research and Demonstration Grant 681, PB-197534)

147 Krantz, G., Prevocational evaluation as a technology. In G. Krantz (Ed.), Conference on prevocational evaluation. Minneapolis: Minneapolis Public Schools, 1963.

A discussion of the meaning of prevocational evaluation. Points out shortcomings of conventional standardized tests and the advantages of work based evaluation procedures.

148 Matthews, R., Prevocational evaluation and principles of test construction. In G. Krantz (Ed.), Conference on prevocational evaluation. Minneapolis: Minneapolis Public Schools, 1963.

Discusses functions of validity, reliability, and objectivity as they apply to evaluative measures. Emphasizes need for objectives, utilization of adequate samples of behavior, and relation of results to known norm groups.

149 Mulhern, F., Specifics in pre-vocational evaluation. In G. Krantz (Ed.), Conference on prevocational evaluation. Minneapolis: Minneapolis Public Schools, 1963.

Emphasizes the need to observe and evaluate clients as would an employer and by using same criterion.

150 Olson, I., Pre-vocational evaluation through assignment to work relief. In G. Krantz (Ed.), Conference on prevocational evaluation. Minneapolis: Minneapolis Public Schools, 1963.

Describes the Work Relief Program of the Department of Public Welfare, Minneapolis, an evaluation program designed to provide additional insight into the work potentials of clients having difficulty in returning to economic independence. Discusses theory and considerations for establishment of such a program.

151 Moed, M., & Litwin, D., Employability of the cerebral palsied. Rehabilitation Literature, 1963, 24, 266-271.

Describes the results of two studies done at the Institute for the Crippled and Disabled, New York City, on cerebral palsied young adults. The first study sought to establish practical methods of work evaluation and the second was a predictive study using evaluation methods to distinguish non-employable from employable. Described under the first study was: (a) description of the evaluation unit, (b) community organization planning for supplementary services, (c) description of work samples used, (d) results of follow-up studies, (e) research results on employability, and (f) information on psychosocial adjustment. Under the second study: (a) recommendations for community planning and psychological services were described, (b) recommendation for need for sheltered employment for cerebral palsieds, (c) need for prevocational planning.

152 Leshner, S., & Snyderman, G., Evaluating personal characteristics from a client's work history. Personnel and Guidance Journal, 1963, 42(1), 56-59.

Discusses common elements to all work situations which may provide evaluative information about the client such as reaction to supervision, guidelines, interpersonal relationships, responsibility.

153 MacDonald Training Center Foundation, Research Division, Predicting vocational capacity of retarded young adults. Tampa: Author, 1963.

A report on a project developed to study methods and problems involved in evaluation, training, workshop employment and competitive employment of young adults handicapped by mental retardation. Developed was an eight factor Vocational Capacity Scale created as a measure of predictive validity to distinguish among four groups or levels of potential -- daycare, sheltered, borderline, or competitive employment. The eight factors on the scale are: work habits, physical capacity, Vineland Social Maturity Scale, general health, manual skills, arithmetic, motivation, and direction following. Training consists of adult education in areas of industrial skills, home economics, basic academic skills, recreation and social activities; and sheltered workshop activities of sewing and printing, woodworking assembly department, horticulture and citrus department, poultry department, and work activities department. Sample forms used in ratings are included. (Research and Demonstration Grant 0050)

154 Overs, R., Job samples in work evaluation programs. In C. Oberman (Ed.), Proceedings of the 12th annual workshop. Chicago: Association of Rehabilitation Centers, 1963.

Emphasizes the need for measurement and description of a client's performance in quantitative form. Describes job sample development at Vocational Guidance Rehabilitation Service (VGRS) in which the purpose was to build samples that offered quantifiable data.

155 Rosenberg, B., & Usdane, W., The TOWER System: Vocational evaluation of the severely handicapped for training and placement. Personnel and Guidance Journal, 1963, 42, 149-152.

The TOWER System of work sampling developed at the Institute for the Crippled and Disabled, New York, is described. Results of a follow-up study of clients evaluated through TOWER are given.

156 Rusalem, H., Client characteristics and counselor perceptions suggesting the need for a work evaluation program for older disabled workers. Archives of Physical Medicine and Rehabilitation, 1963, 44, 98-104.

Report of a study conducted to determine the feasibility or need for a vocational evaluation program for disabled workers 55 or older. Contains data supporting the need for such evaluation services.

157 Thompson, D., & Pauhle, G., Development of an elemental motion analysis for man-work matching in vocational rehabilitation and placement. Archives of Physical Medicine and Rehabilitation, 1963, 44, 545-548. Also appears in R. Sankovsky, G. Arthur, & J. Mann (Comps.), Vocational evaluation and work adjustment: A book of readings. Auburn, Alabama: Auburn University, Alabama Rehabilitation Media Service, 1969.

Describes the Methods-Time Measurement system (MTM) which classifies work skills into elemental manual motions so work potential can be assessed and matched to job requirements.

158 Weitzman, L., Principles and methods of testing work capacities. Paper presented at the Ninth World Congress of the International Society for the Rehabilitation of the Disabled, Copenhagen, Denmark, June 23-29, 1963.

A discussion of the need for and advantages of evaluation through work methods in addition to standardized testing in order to accurately assess work potentials of clients.

159 Jewish Vocational Service, A scale of employability for handicapped persons. Chicago: Author, 1959.

Third progress report on the development of a scale of employability for handicapped persons. Specific aim of the scale is to furnish qualified measurements of the vocational pattern in vocationally handicapped persons. (Research and Demonstration Grant 108)

160 Anderson, R., A consumer's view of prevocational evaluation. In G. Krantz (Ed.), Second conference on prevocational evaluation. Minneapolis: Minneapolis Public Schools, 1964.

Discusses the services and information that a counselor wants from a prevocational evaluation. Follows with some general comments and observations on the status of prevocational evaluation.

161 Berg, A., & Ulberg, R., Illustration: A shop evaluation task. In G. Krantz (Ed.), Second conference on prevocational evaluation. Minneapolis: Minneapolis Public Schools, 1964.

Description of the development and administration of a faucet assembly evaluation task. Includes nature of the task, client instructions, observation of the client, recording time, and what the task predicts for.

162 Henze, R., Illustration: The scope of one prevocational evaluation program. In G. Krantz (Ed.), Second conference on prevocational evaluation. Minneapolis: Minneapolis Public Schools, 1964.

Describes a program carried on within the Minneapolis Public School System for special education students between the ages of 15 and 21. Services offered are prevocational evaluation, training, placement, and research.

163 Krantz, G., (Ed.), Second conference on prevocational evaluation. Minneapolis: Minneapolis Public Schools, 1964.

Proceedings of the second conference on prevocational evaluation containing papers by Anderson (A Consumer's View of Prevocational Evaluation), Berg and Ulberg (Illustration: A Shop Evaluation Task), Henze (Illustration: The Scope of One Prevocational Evaluation Program), and Yater (Validation Status of TOWER System). (Research and Demonstration Grant 681, PB-197534)

164 Yater, A., Validation status of TOWER System. In G. Krantz (Ed.), Second conference on prevocational evaluation. Minneapolis: Minneapolis Public Schools, 1964.

A description of the TOWER System of evaluation as a testing procedure and a methodological process for conducting evaluations. Results of studies conducted on the predictive validity of the system are discussed.

165 Brolin, D., Rating methods in the workshop evaluation. Unpublished manuscript, Stout State University, Menomonie, Wisconsin, 1964.

Describes needs of and methods for developing objective rating systems for evaluation of clients in the workshop setting. Four major types of scales are discussed: graphic rating scales, numerical rating scales, check lists, and forced choices scales. Methods for attaining accuracy and validity are also discussed.

166 Dauterman, W., Elementary considerations in evaluating the work abilities of disabled persons. Palo Alto, California: Stanford University, School of Medicine, 1964.

Discussion in the following areas: consideration of the need for developing an evaluation unit, theory and scope of the evaluation process, selection of testing instruments, problems in the evaluation of the blind and severely disabled, and evaluation of personality factors. Presents limitations to evaluations in several occupational areas. Discusses the need and methods for standardization of evaluation measures and methods for reporting evaluation results. Included also is an article by R. Overs entitled, "Writing work evaluation reports, chore or challenge?", the Levine rating scale, and three bibliographies related to work evaluation (Research and Demonstration Grant 806p)

167 Friend, E., The work sample in rehabilitation. Paper presented at the Institute for the Crippled and Disabled Workshop for Agencies Using TOWER, New York, June 1964.

The following steps for developing work samples are outlined in detail: (1) define type of agency represented; (2) examine vocational services; (3) determine work population; (4) gather information on vocational evaluation unit; (5) learn agency's requirements and fiscal situation; (6) survey neighboring industries; (7) consult training instructors and determine long-term placement possibilities; (8) determine precise amount of money needed; (9) present data to proper authorities.

168 Goodwill Industries of Denver, Special rehabilitation services for the seriously handicapped. Denver: Author, 1964.

A final report of a demonstration project carried out by Goodwill Industries of Denver. The project was designed to provide evaluation, adjustment, training, and placement services for the physically disabled, mentally retarded, and emotionally disturbed. The TOWER System was the primary evaluation tool used. A pilot program was explored for evaluating the blind. Training, placement, and work adjustment were also carried on in the project. (Research and Demonstration Grant 452)

169 Kukoda, L., Jacobs, A., & French, E., Vocational rehabilitation in a residential treatment center. Monographs - Golden Anniversary Series. Devon, Pennsylvania: The Devereux Foundation, 1964.

Description of the Devereux Schools and Devereux Foundation which is designed to serve the emotionally disturbed or mentally retarded adolescent. The organization and program content is discussed which includes evaluation, training, counseling, on-the-job training, on-the-job evaluation, transitional living - Halfway House, follow-up, and referral.

170 Llorens, L., Levy, R., & Rubin, E., Work adjustment program: A pre-vocational experience. The American Journal of Occupational Therapy, 1964, 18, 15-19.

Describes the Work Adjustment Program at the Lafayette Clinic, an in-hospital pre-vocational evaluation program for psychiatric patients. It is designed to assess those factors necessary for successful functioning on a job and to determine methods which would be predictive of post-hospital vocational adjustment.

171 Overs, R., Evaluation for work by job sample tasks. Cleveland: Vocational Guidance and Rehabilitation Services, 1964.

A manual designed for work evaluators and supervisors of work evaluation departments. Deals with some of the major trends and associated problems in the field. Discusses the theory of job samples and the conflict between quantitative appraisal and clinical appraisal in work evaluation. Presents the structure and function of a work evaluation department -- its physical setting (floor plan and various diagrams given), record keeping (sample form included), and a time analysis of work-evaluator activity (diagrams, charts noting demands of each activity). Selection of job sample tasks and development of new job samples is discussed and instructions are given for standardized administration of job sample tasks. The norming of job sample tasks is discussed along with time study, percentile ranks and standardized scores, and preparing local norms (illustrated by construction procedure tally sheets). Finally, the interpretation of scores and psycho-social relationships are noted. A glossary of terms is appended. (Vocational Rehabilitation Administration Grant 412)

172 Overs, R., Writing work evaluation reports: Chore or challenge. The American Journal of Occupational Therapy, 1964, 18(2). Also appears in R. Sankovsky, G. Arthur, & J. Mann (Comps.), Vocational evaluation and work adjustment: A book of readings. Auburn, Alabama: Auburn University, Alabama Rehabilitation Media Service, 1969.

Discusses report writing for work evaluation reports. Presents the relationship between facts and generalization. (Research and Demonstration Grant 412)

173 Overs, R., & Cole, E., Work evaluation. Rehabilitation Record, 1964, 5(3), 18-21. Also appears in R. Sankovsky, G. Arthur, & J. Mann (Comps.) Vocational evaluation and work adjustment: A book of readings. Auburn, Alabama: Auburn University, Alabama Rehabilitation Media Service, 1969.

A discussion of the relationship between the client and the evaluator, and the role of the evaluator in that relationship. Indicates need for evaluator to have training as and act as a counselor to the client.

174 Patterson, C., Methods of assessing the vocational adjustment potential of the mentally handicapped. Training School Bulletin, 1964, 61, 129-152.

Lists the characteristics which should be assessed when evaluating the mentally handicapped. Discusses advantages and disadvantages of psychometric procedures which may be used to evaluate these characteristics such as intelligence tests and achievement tests, manual dexterity, and personality factors. Discusses recent trends toward the increased use of the work sample methods and notes limitations.

175 Peterson, R., & Jones, E., Guide to jobs for the mentally retarded, revised edition. Pittsburgh: American Institute for Research, 1964.

A manual containing a listing of jobs which may be performed by the mentally retarded. Each job is profiled by a general description, possible Dictionary of Occupational Titles (D.O.T.) reference, specific job activities, necessary personal characteristics, and training suggestions. Also contains a section on client selection and evaluation methods for specific jobs including use of job samples, psychometrics, and situational evaluation.

176 Stubbins, J., et al., Workshops for the handicapped - an annotated bibliography, No. 1. Los Angeles: California State College, Rehabilitation Counseling Program, 1964.

An annotated bibliography covering the area of workshops for the handicapped published between 1955 and 1964. Included is an article by Calvin Simons on The Consultant in Workshops for the Handicapped.

177 Tremayne, E., & Spruill, W., A work adjustment center for disabled persons with emotional problems. El Paso, Texas: Goodwill Industries of El Paso, 1964.

Final report of a project conducted with low income emotionally disturbed clients to investigate methods of work adjustment in a controlled work situation, secure placement after the initial work adjustment period, and to do follow-up studies on the individuals involved after their departure from the program. Contains examples of evaluation forms. Program was conducted by the Goodwill Industries of El Paso. (Research and Demonstration Grant 675, PB-197459)

178 University of Washington, Institute for Sociological Research, Personality and ability in the lower intellectual range: A study of assessment methods. Seattle: Author, 1964.

A final report of a project, developed at Goodwill Industries of Tacoma, Washington, to create a means of assessing ability among the mentally retarded. The research involved discussions on the following areas: shortcomings of standardized tests; special problems of the mentally retarded; role of the mentally retarded person; developing rating scales of work performance; specific tests to measure intelligence, dexterity, maladaptive personality traits and educational attainment; what tests measure; prediction of work adequacy, psychological disability, physical disability and work competence; prediction of behavior with life history information; experimental assessment methods. Instructions and plans are given for five work samples used in the project: drill sizing, object assembly tasks, wrap and pack, nail sorting, alphabetic and numeric filing. (Research and Demonstration Grant 603, PB-197342)

179 Vocational Guidance and Rehabilitation Services, Obtaining and using actual job samples. Cleveland: Author, 1964.

A final report of a project on obtaining and using actual job samples carried on at Vocational Guidance and Rehabilitation Services, Cleveland. Reports on theory of job sample tasks; survey of existing practices regarding job samples; selection, procurement, and installation of job sample tasks; job task trait analysis; job task descriptions and instructions; norming instructions; validity and reliability; characteristics of client population; and follow-up results. Summary, conclusions, and recommendations in the area of job samples as evaluation tools included. (Research and Demonstration Grant 0412)

180 Vocational Guidance and Rehabilitation Services, Obtaining and using actual jobs samples. Cleveland: Author, 1964.

A summary of a final report of a project on obtaining and using actual job samples carried on at Vocational Guidance and Rehabilitation Services, Cleveland. Contains information on the following areas: survey of existing practices, selecting and securing job samples, installing job samples, job task trait analysis, job sample task instructions, norming process, reliability, validity, and follow-up results of clients evaluated with samples. (Full final report is annotated.)

181 Alabama School of Trades Rehabilitation Center, A method for evaluating and adjusting the emotionally handicapped client and older disabled worker for competitive employment. Gadsden, Alabama: Author, 1965.

The final report and description of a project to develop work adjustment and work evaluation for the "problem" client (emotionally handicapped, older disabled worker) who had failed previously and who was not fully assessed by standardized tests and routine work samples. The "problem" client population consisted of those with physical disabilities and mental disabilities whose primary handicap was manifested in a negative attitude toward work and an inappropriate pattern of vocational adjustment. The evaluation phase consisted of simple subcontract jobs and work related activities such as ceramics, weaving, copper tooling, leather working, sewing and wood construction. The results and implication of the study are included in the final report.

182 Arkansas Rehabilitation Research & Training Center, Evaluation for rehabilitation potential. Hot Springs, Arkansas: Author, 1965.

Presents the results of a workshop held at the Arkansas Rehabilitation Research and Training Center. General purposes were to establish guidelines for evaluation of rehabilitation potential, describe techniques and procedures of evaluation, clarify problems in evaluation practices, and identify problems which could be researched. Two types of evaluation units are discussed: the "one-man" unit and the "team" unit. The definition and purpose of vocational evaluation is stated. Research areas are suggested and possibilities for the future put forth.

183 Arkansas Rehabilitation Research & Training Center, Vocational evaluation - a challenge to the field counselor. Hot Springs: Author, 1965.

Proceedings of a seminar conducted by the staff of the Arkansas Rehabilitation Research and Training Center to explore the process of evaluation as it pertains to the field counselor. Objectives of the seminar were to identify common problems in evaluation which the field counselor encounters and to find effective techniques for solving the problems. Also included: basis and need for vocational evaluation, guidelines for referring clients for evaluation, strengths and weaknesses of evaluation, communication between counselors and evaluators.

184 Association of Rehabilitation Centers, Inc., Manual of standards for rehabilitation centers and facilities. Evanston, Illinois: Author, 1965.

A manual of standards for rehabilitation centers and facilities including the goals, organization, services, personnel, records and reports, fiscal management, and physical plant needs of the facility. Contains a section dealing with standards for vocational evaluation units and services, vocational training, work try-out and work experience placement, follow-up and research, and evaluation of various workshop functions. (Manual of Standards for Rehabilitation Centers and Facilities details and expands upon the basics included in Standards for Rehabilitation Centers and Facilities.) (Vocational Rehabilitation Administration Project 516)

185 Association of Rehabilitation Centers, Inc., Standards for rehabilitation centers and facilities. Evanston, Illinois: Author, 1965.

Lists standards and major principles for the standards of: goals, organization, services, personnel, records and reports, fiscal management, and physical plant as related to a rehabilitation facility. (See Manual of Standards for Rehabilitation Centers and Facilities which details standards and basic principles.) (Vocational Rehabilitation Administration Project 516)

186 Cundiff, G., Henderson, S., & Little, N. (Eds.), Training guides in evaluation of vocational potential for vocational rehabilitation staff. Washington, D.C.: U.S. Department of Health, Education, and Welfare, 1965.

A guideline to be used by the counselor in evaluation planning and carrying through of the vocational potentials of the handicapped. The report details the following: the basic components of an adequate assessment, guidelines for selection of clients for formalized facility evaluation, and organization and utilization of community resources to obtain evaluation services. The appendices include various rating forms, checklists and descriptions of vocational evaluation units in individual facilities.

187 Fairman, C., Evaluation of the institutionalized retardate. In W. West (Ed.), Occupational therapy for the multiply handicapped child. Proceedings of the Conference on Occupational Therapy for the Multiply Handicapped Child. Chicago: University of Illinois, 1965.

Discusses problems and confusion in the use of evaluation and other rehabilitation terminology. Presents some history of rehabilitation of the mentally retarded. Indicates levels of retardation and relates levels to self-care and vocational adjustment. Presents evaluation theory for the institutionalized retarded.

188 Frenkiel, N., et al., Establishment of work tolerance limits for participation in a sheltered workshop program in a home for the aged. Journal of the American Geriatrics Society, 1965, 13(3), 248-252.

Report of a project designed to measure the work capacities of aged clients. Sheltered workshop tasks were utilized in part to analyze the clients' work tolerance and set work limits.

189 Gelfand, B., Some work types met in work evaluation. Rehabilitation Literature, 1965, 26(11), 335-338. Also appears in R. Sankovsky, G. Arthur, & J. Mann (Comps.), Vocational evaluation and work adjustment: A book of readings. Auburn, Alabama: Auburn University, Alabama Rehabilitation Media Service, 1969.

Presents three different work types encountered in the evaluation process. Defines catalytic - dependent, resistive - dependent, and isolated person and discusses these in relation to the evaluation and work adjustment process.

190 Goodwill Industries of Fort Worth, Work evaluation and training for chronic mental hospital patients in a generic workshop. Fort Worth: Author, 1965.

A final grant report on the development of work evaluation and training for chronic mental hospital patients in a generic workshop. Information is related to the goals of the project: (1) modification and application of techniques of work evaluation which have been used with other disabilities; (2) demonstrate that mental patients not considered "feasible" can be rehabilitated: (3) to demonstrate the effectiveness of the inter-agency approach; (4) demonstrate the contributions of work adjustment experience in a non-hospital setting to eventual rehabilitation of mental patients; (5) study the placement problems for mentally ill clients. Contains description of the evaluation workshop program. Samples of evaluation forms included. (Research and Demonstration Grant 689-64-C3)

191 House, F., et al., Vocational rehabilitation in a voluntary community hospital. Ann Arbor, Michigan: St. Joseph Mercy Hospital, 1965.

A final grant report designed to study comprehensive rehabilitation in a general hospital and formulate a model program. Contains a full description of the rehabilitation program in operation at St. Joseph's Mercy Hospital of Ann Arbor. Report includes information on psychological evaluation, vocational evaluation, personal and occupational adjustment training. Jobs within the hospital confines were used as evaluation stations. (Research and Demonstration Grant 827-M-P, PB-197426)

192 House, F., & Howes, F., Vocational rehabilitation in the general hospital. Archives of Physical Medicine and Rehabilitation, 1965, 46, 476-480.

Describes a hospital evaluation and adjustment program that utilizes work stations within the hospital. Discusses the role of the vocational counselor (evaluator) and indicates the traits in which the patient is evaluated. Medical management, placement, and results of the program are also given.

193 Klapper, M., Disciplines vary in vocational evaluation. Rehabilitation Record, 1965, 6(4), 22-25.

A report on securing accurate and consistent evaluation results using a team approach for 14-16 year old disabled students from New York City public schools who were being considered for an intensive two-year prevocational program.

194 Kramer, J., Work adjustment, training and evaluation for teenage retardates. In W. West (Ed.), Occupational therapy for the multiply handicapped child. Proceedings of the Conference on Occupational Therapy for the Multiply Handicapped Child. Chicago: University of Illinois, 1965.

A description of a work experience and evaluation program for mentally retarded teenagers at the Fort Worth Society for Crippled Children and Adults. Main goal is the use of a product and assembly line operation to develop the work habits and skills essential for the teenage clients to achieve employment potential.

195 Leshner, S., & Snyderman, G., A new approach to the evaluation and rehabilitation of the vocationally handicapped. In J. Adams (Ed.), Counseling and guidance - a summary view. New York: Macmillan, 1965, 95-104.

A description of the evaluation and personal adjustment program at Jewish Vocational Service, Philadelphia. The process is discussed including work sample evaluation and a description of some work samples used; production evaluation, evaluation of client progress; and personal adjustment training. A case study, observations, and conclusions are also included.

196 Linde, T., A manual of work adjustment training of the Jewish Vocational Service. Milwaukee: Jewish Vocational Service, 1965.

A presentation of the Selective Training and Evaluation Programming (STEP) program, developed by the Jewish Vocational Service, Milwaukee, and designed to provide work adjustment for clients unable to reach successful employment. Evaluation procedures are described for the following areas: attendance, perseverance, quantity - potential and functional, quality, supervisory relationships, appearance, and generalization of work habits. Specific evaluation and training is described in the areas of clerical work, custodial work, model apartment living, and research and payroll work. The roles of the rehabilitation counselor, workshop supervisor, and placement department are discussed as they relate to the STEP program.

197 Neuhaus, E., A unique prevocational program for educable retardates. Mental Retardation, 1965, 3(4), 19-21.

Describes a prevocational training program for retarded young adults. Stresses the need of special education classes to prepare retardates for work in the real world through work oriented curriculums.

198 Sakata, R., & Sinick, D., Do work samples work? Rehabilitation Counseling Bulletin, 1965, 8(4), 121-124. Also appears in R. Sankovsky, G. Arthur, & J. Mann (Comps.), Vocational evaluation and work adjustment: A book of readings. Auburn, Alabama: Auburn University, Alabama Rehabilitation Media Service, 1969.

Merits and limitations of work samples are discussed. Suggests the use of both work samples and psychometric tests to have a more effective evaluation of a client. Recommends areas of needed research in work sample evaluation.

199 Stubbins, J. (Comp.), Workshops for the handicapped: An annotated bibliography, No. 2. Los Angeles: California State College at Los Angeles, Rehabilitation Counseling Program, 1965.

An annotated bibliography which references to articles on various aspects of the workshop process. Current through May, 1965. Includes an article by Stubbins on the role of the counselor in the workshop and the importance of evaluation to the counselor.

200 United Cerebral Palsy of New York City, Inc., A demonstration and research project to study the methods for facilitating the adaptation of adults with cerebral palsy to personal, social, and vocational instrumental roles, final report. New York: Author, 1965.

A description of a study (experimental) conducted by the United Cerebral Palsy of New York City to develop a method of fulfilling the personal, social, and vocational needs of multiply handicapped adults who have cerebral palsy. The program consisted of a variety of curriculum areas including communications media, social awareness, homemaking, grooming, vocations, woodworking, travel, prevocational areas, adult education. Included in the report is a detailed description of the population; content and implementation of the program which includes training, orientation, and exploration of the curricula of the program, the basic subject material, methods and techniques used in each training course; guidance and counseling services; prevocational counseling; individual counseling; and coordination of all services. Areas of prevocational training were clerical tasks, assembly tasks, service operations, and graphic arts. A detailed report of the findings of the study also appears. (Research and Demonstration Grant 1001-P)

201 Wagner, E., & Hawver, D., Correlations between psychological tests and sheltered workshop performance for severely retarded adults. American Journal of Mental Deficiency, 1965, 69(5), 685-691.

A description of a study to find out the correlations between eight psychological tests and sheltered workshop performance for severely retarded adults. Results of the study included.

202 West Virginia State Board of Vocational Education, Division of Vocational Rehabilitation, Out of the shadows: A program of evaluation and prevocational training for mentally retarded young adult females. Charleston: Author, 1965.

Description of an evaluation and adjustment program for mentally retarded young adult females. Program was structured around a domestic workshop which included dormitory quarters, a model kitchen, dining room, laundry and classroom to provide activities related to domestic and homemaking employment. Complete curriculum guide for evaluation and prevocational conditioning course included. (Research and Demonstration Grant 957)

203 Bashey, H., & Silverton, G., Evaluation and adjustment center for the emotionally disturbed. Tacoma, Washington: Tacoma Goodwill Industries Rehabilitation Center, 1966.

A final report of a project conducted by Tacoma Goodwill Industries Rehabilitation Center to develop specialized evaluation and adjustment services for chronically unemployed disabled persons with emotional problems. The report details the following: referral sources, selection and background of clientele, psychological test results, work sample results, placement and follow-up, implications of the study. (Selected Demonstration Grant 1254)

204 Bitter, J., Training guide for vocational habilitation. St. Louis: Jewish Employment and Vocational Service, 1966.

A training guide for rehabilitation personnel for use with habilitation clients, i.e., clients with little or no vocational experience. The guide is organized into phases with particular objectives to be accomplished in each phase and different resources to be utilized in each phase for evaluation, adjustment and specific job preparation. (Vocational Rehabilitation Administration Grant 1525-64-3)

205 Richmond Professional Institute, School of Rehabilitation Counseling, Training institute on factors in work evaluation. Richmond, Virginia: Author, 1966.

Proceedings of a training institute on factors in work evaluation. Presentations included are: Evaluation Concepts and Problems by M. Cohen, The Current Status of Vocational Evaluation and Prevocational Training Programs in the United States by S. Speicer and M. Cohen, An Overview of Work Evaluation by P. Lustig, A Review of VRA Sponsored Work Evaluation Projects by J. Campbell, and The Implication of New Legislation on Client Evaluation by W. Crunk. (Vocational Rehabilitation Administration Contract 66-21)

206 Campbell, J., A review of VRA sponsored work evaluation projects. In Richmond Professional Institute, School of Rehabilitation Counseling, Training institute on factors in work evaluation. Richmond, Virginia: Author, 1966, 21-40.

A brief description of ten VRA sponsored projects on work evaluation. Reports are grouped according to the following: evaluation of the retarded, physical rehabilitation facilities projects, and vocational oriented workshop projects. Information included for each project includes title, location, purpose and methods of investigation.

207 Cohen, M., Evaluation concepts and problems. In Richmond Professional Institute, School of Rehabilitation Counseling, Training institute on factors in work evaluation. Richmond, Virginia: Author, 1966, 8-11.

Raises questions to many of the commonly accepted concepts of evaluation and brings out many of the problems that confront the field of vocational evaluation.

208 Crunk, W., The implication of new legislation on client evaluation. In Richmond Professional Institute, School of Rehabilitation Counseling, Training institute on factors in work evaluation. Richmond, Virginia: Author, 1966, 41-48.

A discussion of the Vocational Rehabilitation Amendments of 1965 and some of the provisions of the legislation such as increased federal funding, extended evaluation of severely disabled persons, and staff development of state agencies. Also discusses the implications of the legislation on evaluation.

209 Lustig, P., An overview of work evaluation. In Richmond Professional Institute, School of Rehabilitation Counseling, Training institute on factors in work evaluation. Richmond, Virginia: Author, 1966, 12-20.

A discussion of the importance of work evaluation, purposes and goals, and current methods of work evaluation and their underlying assumptions.

210 Speicer, S., & Cohen, M., The current status of vocational evaluation and prevocational training programs in the United States. In Richmond Professional Institute, School of Rehabilitation Counseling, Training institute on factors in work evaluation. Richmond, Virginia: Author, 1966, 1-7.

Describes results of a study (questionnaire type) which was conducted to determine the current trends and practices in vocational and prevocational programs in the United States.

211 Clark, B., & Lerner, G., Occupational therapists participate in prevocational screening. The American Journal of Occupational Therapy, 1966, 20, 91-92.

A description of the Prevocational Screening Test, a battery of tests designed to provide occupational therapists with information about a client's personal behavior in a work situation. Considered to be particularly useful in evaluating the emotionally disturbed.

212 Kyostio, O., Work tests as indicators of vocational fitness. Helsinki: Suomalainen Tiedeakatemia, 1966.

Report of an investigation where work tasks were administered to youth in the Finnish schools to determine how the basic education tasks have prognostic value for later success in work, general school success, and success in a vocation. Tasks used were reading of diagrams, draughting diagrams, forging, filing, platework, and work with machines. Contains detailed statistical results, and discussion of the outcomes of the study.

213 Leslie, G., Suggested guidelines for organization and operation of vocational evaluation units, draft. Hot Springs, Arkansas: Arkansas Rehabilitation Research and Training Center, 1966.

Results of a study made to provide guidelines for the organization and operation of vocational evaluation units. Defines certain terms at the outset, i.e., guidelines, vocational evaluation, and rehabilitation facility. Discusses establishing goals; organization of the unit; program of services; areas of personnel training, specialization, and qualifications of personnel; and records and reports. The appendices provide a guide for the study of the evaluation process, an example referral to an evaluation unit from a field counselor plus the client's social history.

214 Little, N. (Ed.), Guidelines for organization and operation of vocational evaluation units: Report No. 2 of the study committee on evaluation of vocational potential. Rehabilitation Services Series No. 67-50. Fourth Institute on Rehabilitation Services, Washington: U.S. Department of Health, Education, and Welfare, 1966.

A guide for the development of a vocational evaluation unit. Discussion is included in the following areas: organization of the evaluation unit; services necessary for providing an effective evaluation program; necessary personnel for the evaluation unit; maintenance of records; and legal management of fiscal affairs. Appendices include a guide for the study of the evaluation process and an example of a referral report form.

215 Nadolsky, J., Evaluation criteria: An essential precursor to systematic vocational evaluation. Rehabilitation Counseling Bulletin, 1966, 9(3), 89-93. Also appears in R. Sankovsky, G. Arthur, & J. Mann (Comps.), Vocational evaluation and work adjustment: A book of readings. Auburn, Alabama: Auburn University, Alabama Rehabilitation Media Service, 1969.

Proposes that the Dictionary of Occupational Titles occupational families be used as a constant criterion by which to judge evaluation results and to develop evaluation procedures.

216 Neff, W., Problems of work evaluation. Personnel and Guidance Journal, 1966, 44(7), 682-688. Also appears in R. Sankovsky, G. Arthur, & J. Mann (Comps.), Vocational evaluation and work adjustment: A book of readings. Auburn, Alabama: Auburn University, Alabama Rehabilitation Media Service, 1969.

A review of the advantages and disadvantages of four approaches to work evaluation: (1) the mental testing approach (psychometrics); (2) job analysis approach; (3) work sample approach; and (4) situational assessment.

217 Perkins, D. (Comp.), Workshops for the handicapped: An annotated bibliography, No. 3. Los Angeles: California State College, Rehabilitation Counseling Program, 1966.

An annotated bibliography, third in a series, dealing with available literature on workshops for the handicapped. Also included are two articles; one by Paul Lustig (Sheltered Workshops: Business or Social Service Agency?), and one by Isadore Salkind (Training of Work Administrators).

218 Robinault, I. (Comp.), References related to prevocational and vocational needs of the cerebral palsied. New York: United Cerebral Palsy Association, 1966.

An annotated bibliography on material related to prevocational assessment, vocational evaluation, counseling, and placement. Designed primarily for the reader interested in the rehabilitation of the cerebral palsied but relevant to all disabilities.

219 Speiser, A., Pearl, H., & Staniec, A. (Comps.), Bibliography on work evaluation in vocational rehabilitation. Syracuse, New York: Consolidated Industries of Greater Syracuse, Inc., 1966.

A bibliography compiled on the subject of work evaluation in vocational rehabilitation through approximately 1966.

220 Ungerleider, J., & Shadowen, P., The diagnostic and therapeutic value of work. Hospital & Community Psychiatry, 1966, 17(12), 39-41.

Describes the practice of work therapy at the Neuropsychiatric Institute in Los Angeles and notes opportunity for observation of ego-functioning of patient. Discusses the diagnostic and therapeutic values of work.

221 University of South Dakota, Department of Psychology, The predictive assessment of the adult retarded for social and vocational adjustment: Part I annotated bibliography. Vermillion, South Dakota: Author, 1966.

An annotated bibliography of references pertinent to the problem of predictive assessment of the adult retarded for vocational and social adjustment. (Research and Demonstration Grant 1624)

222 Barton, E., Training material on work evaluation. Los Angeles: California State College, 1967.

Discussion of work evaluation for mentally retarded clients. Article also discusses basic concepts and principles in work evaluation, case conferences, observational and behavior rating procedures, work sample testing, report writing, and various rating scales which may be used in evaluation.

223 Bitter, J., Using employer job-sites in evaluation of the mentally retarded for employability. Mental Retardation, 1967, 5, 21-22.

Describes limitations of standardized tests and work samples for evaluation of the mentally retarded and the advantages and disadvantages of job-site evaluations. A job-site evaluation program at the St. Louis Jewish Employment and Vocational Service is described.

224 Elkin, L., Predicting productivity of trainable retardates on experimental workshop tasks. American Journal of Mental Deficiency, 1967, 71(4), 576-580.

Describes a study of the performance of institutionalized trainable retarded adults at Saskatchewan Training School on four experimental tasks -- color sorting, form sorting, hand assembly, and tool assembly. The purpose of the study was to examine three facets of employability prediction -- objectifying criteria for measuring success on the job, predicting work potential of institutionalized trainable retardates, and estimating predictive value of work samples. Research findings are included and are given separately on male and female participants.

225 Gable, C., Performance evaluation: A method of determining the vocational potential of patients. American Archives of Rehabilitation Therapy, 1967, 15, 5-18.

Defines and describes performance-evaluation as used in the Manual Arts Therapy Section of Bronx Veterans' Hospital. Discusses locating the vocational problem, referral to performance-evaluation, formulation of and judgements based on the performance-evaluation program, and the preparation and use of reports. Included are a glossary of terms defining manual arts therapy, performance-evaluation, and performance-evaluation report; rules for the performance-evaluation report; and a manual arts therapy worksheet.

226 Gill, R., Planning and equipping the vocational evaluation unit. Phoenix, Arizona: Division of Vocational Rehabilitation, 1967.

A discussion of considerations in developing, planning, and equipping a vocational evaluation unit. Includes discussion in the following areas: geographic location of the unit; location of unit within a comprehensive facility; staffing the unit; space considerations; treatment of floors, walls and ceiling; lighting and utilities; furniture; equipment and tools, storage; and safety factors.

227 Gill, R., Vocational evaluation unit curriculum guide. Phoenix, Arizona: Division of Vocational Rehabilitation, 1967.

A guide designed for use in the evaluation of educable mentally retarded high school students. The guide lists numerous observable behavior objectives, steps in learning behaviors, activities to acquaint students with the type of behavior and sources of information pertaining to the specific behavior.

228 Goodwill Industries of Chicago and Cook County, M.O.V.E.: A developmental report. Chicago: Author, 1967.

A developmental report by Goodwill Industries of Chicago and Cook County, Illinois, on the creation of the Multidimensional Objective Vocational Evaluation (M.O.V.E.) method of vocational evaluation using work tasks and paper and pencil tests. Each task in the system is keyed according to the Dictionary of Occupational Titles worker trait arrangement for determining the job skill used to perform the given work. The use of factor analysis, physical capacities, vocational interest, and task validation in the evaluation system is discussed.

229 Gust, T., The psychological-vocational evaluation report: Reciprocal referral responsibility. Rehabilitation Counseling Bulletin, 1967, 10(3), 108-111. Also appears in R. Sankovsky, G. Arthur, & J. Mann (Comps.), Vocational evaluation and work adjustment: A book of readings. Auburn, Alabama: Auburn University, Alabama Rehabilitation Media Service, 1969.

Discusses the responsibilities of the referring counselor and evaluating agency and presents a simplified form and method for report writing. States responsibilities of referring counselor and evaluator and need for communication between the two. Contains a sample of the evaluation report and briefly discusses each point.

230 Hoffman, P., VRA activities that have meaning for work evaluators. Paper presented to Third Annual Conference of American Association of Work Evaluators, Atlanta, Georgia, May 15, 1967. Reprinted in American Archives of Rehabilitation Therapy, 1968, 16(1), 24-34.

Describes Public Law 89-333 as it relates to further services that may be provided by work evaluators. Discusses the economic considerations of the law in the following areas: determination of vocational potential, removal of financial needs requirements, training provisions, grants for innovation, funding for rehabilitation facilities, workshop improvements, research, demonstration and training. A number of specific research and demonstration projects, special education programs, and technological advances that have been funded under PL 89-333 are outlined.

231 Institute for the Crippled and Disabled, The job sample in vocational evaluation, final report. New York: Author, 1967.

A report on the development and validity of the TOWER System conducted by the Institute for the Crippled and Disabled, New York. Report contains origin of TOWER System, research design, factor analysis of predictors and intermediate criteria and the validity of the TOWER job sample, both for competitive employment and workshop performance. Appendices include results of study from information received from cooperating centers, and detailed statistical data. (Research and Demonstration Grant 561, PB-197214)

232 Institute for the Crippled and Disabled, TOWER, testing, orientation and work evaluation in rehabilitation. New York: Author, 1967.

Presents history and development of the TOWER System from the Institute for the Crippled and Disabled and also of the general field of evaluation. Defines approaches to evaluation including job analysis, situational approach, and work sample approach. Also discusses guidelines for the TOWER System, role and qualifications of work evaluators, administration of TOWER System, judging client performance, and planning for the physical facilities of an evaluation unit.

233 Jewish Employment and Vocational Service, A work adjustment center for older disabled workers. Philadelphia: Author, 1967.

Final report of a VRA project conducted by the Philadelphia Jewish Employment and Vocational Service which provided work adjustment and vocational evaluation for disabled older persons. The vocational evaluation system consisted of initial case history and psychological testing at intake and vocational evaluation using work samples and workshop activities. Includes implications, summary and conclusions. (Research and Demonstration Grant 874)

234 Jewish Vocational Service, A work therapy research center, Monograph No. 7. Chicago: Author, 1967.

A final report of a project designed to show the value of extended work as therapy in the vocational and social adjustment of chronically ill, chronically institutionalized mental patients. Describes the workshop setting and evaluators' techniques utilized including sub-contracts, packaging, packing, stock handling, messengers, work assembly and clerical work. Detailed follow-up study of clients and copies of evaluation scales included. (Research and Demonstration Grant 641)

235 Kidd, J., A job readiness evaluation check list. Exceptional Children, 1967, 33, 581-583.

Describes and illustrates a short, concise, non-copyrighted evaluation check list developed by the Special School District of St. Louis County, Missouri. The form incorporates, in a five-point scale, the personal characteristics from A Guide to Jobs for the Mentally Retarded. Additional characteristics of the successful job holder were incorporated from the experiences of job placement consultants. A complete sample of the form is included with the article.

236 Lawrence, C., & Vescovi, G., Deaf adults in New England. Boston: New England Rehabilitation for Work Center of Morgan Memorial, Inc., 1967.

Final report of a project designed to provide educational, social, rehabilitation, and psychological services for deaf adults. Describes problems in evaluation of the deaf, specifically with work samples, and lists psychometric instruments used. (Research and Demonstration Grant 1576-S)

237 Neuhaus, E., Training the mentally retarded for competitive employment. Exceptional Children, 1967, 33, 625-628.

Describes a three-year project carried out at Abilities, Inc. Purpose of the research was to determine the feasibility of employing educable retarded adults in a competitive work setting after appropriate vocational training and evaluation. Retarded group results are compared to non-retarded group results. States areas of qualitative evaluation and findings of the study.

238 Pimentel, A., The TOWER System as a vocational test for the deaf client. Journal of Rehabilitation of the Deaf, 1967, 1(1), 26-31.

Discusses the ineffectiveness of standardized tests and the "job tryout method" to predict vocational potential of the deaf client. The job sample method as used in the TOWER System is seen as a more valuable predictor when assessing the vocational potential of the deaf client.

239 Rusalem, H., Baxt, R., & Barshop, I., The vocational rehabilitation of neighborhood-bound older disabled persons: A program guide. New York: Federation Employment and Guidance Service, 1967.

Part III of a three-part report of a project which established neighborhood rehabilitation programs in cooperation with a central based center to offer evaluation and rehabilitation to older clients - mobile, homebound or institutionalized. Services included intake, workshop and psychological evaluations, counseling, long-term workshop employment, and follow-up. Included in the report: considerations in selecting a neighborhood for such a facility, intake and evaluation procedures, adjustment and training, administrative considerations including staffing, and special values of such a program. (Research and Development Grant 903-P)

240 Siftar, A., Bibliography: Prevocational evaluation. Minneapolis: Author, 1967.

An unannotated bibliography concerned with prevocational evaluation and areas relating to prevocational evaluation.

241 Springfield Goodwill Industries, Inc., Establishment of a vocational evaluation - work adjustment unit, final report. Springfield, Massachusetts: Author, 1967.

Report of a research and demonstration project carried on at Springfield Goodwill Industries. Purpose of the project was to design evaluation procedures for the severely disabled, mentally retarded, and emotionally disturbed and present findings in such a way so as to enable personnel to efficiently plan and initiate work evaluation and work adjustment programs. Included is a description of the project, detailed description of work samples utilized including sorting, packaging and assembly, collating, sewing, and measuring. Also contains description of job training in the areas of shoe repair, small and large electrical appliance repair, furniture repair, television repair, switchboard operator, laundry work, upholstery, sewing machine, spray painting. Outcomes and implications for the project are discussed in reference to clients served and value of established procedures. (Research and Demonstration Grant 873)

242 Stubbins, J., & Hadley, R. (Comps.), Workshops for the handicapped: An annotated bibliography - No. 4. Los Angeles: Rehabilitation Counseling Program, California State College, 1967.

Fourth issue in a series of annotated bibliographies. Materials covered in this issue are for the period 1966-1967 and pertain to work experience programs for handicapped persons.

243 Rusalem, H., Baxt, R., & Barshop, I., The vocational adjustment of the older disabled worker: A selective review of the recent literature. New York: Federation Employment and Guidance Service, 1967.

A review of recent literature pertaining to the rehabilitation and adjustment of the older disabled worker. Includes bibliography. (Research and Demonstration Grant 903.02)

244 Ayers, G., (Ed.), Assessing the vocational potential of the socially handicapped. Proceedings of the Vocational Evaluation and Work Adjustment Association Sectional Meeting, NRA, St. Louis, Missouri, April, 1968.

A compliation of four papers presented at a conference of the National Rehabilitation Association. Covers the evaluation of four socially handicapped types: the alcoholic, patients in a maximum security hospital, the culturally disadvantaged, and the schizophrenic. Articles and authors included: Weir (Assessing the Vocational Potential of the Alcoholic), Bryer (Evaluation of the Hospitalized Schizophrenic), Stensland (Techniques in Assessing the Vocational Potential of the Culturally Disadvantaged), and Hamlin (Evaluating the Vocational Potential of the Socially Handicapped in a Maximum Security Hospital).

245 Bryer, S., Evaluation of the hospitalized schizophrenic. In G. Ayers (Ed.), Assessing the vocational potential of the socially handicapped. Proceedings of the Vocational Evaluation and Work Adjustment Association Sectional Meeting, NRA, St. Louis, Missouri, April, 1968.

Discusses difficulty of predicting vocational behavior in the rehabilitation of the hospitalized schizophrenic. Suggests an overhaul of evaluation system, with particular emphasis on client-counselor relationship.

246 Hamlin, D., Evaluating the vocational potential of the socially handicapped in a maximum security hospital. In G. Ayers (Ed.), Assessing the vocational potential of the socially handicapped. Proceedings of the Vocational Evaluation and Work Adjustment Association Sectional Meeting, NRA, St. Louis, Missouri, April, 1968.

Describes program in which emphasis is on security, human care, treatment, rehabilitation and research, testing and evaluation in a maximum security hospital setting.

247 Stensland, R., Techniques in assessing the vocational potential of the culturally disadvantaged. In G. Ayers (Ed.), Assessing the vocational potential of the socially handicapped. Proceedings of the Vocational Evaluation and Work Adjustment Association Sectional Meeting, NRA, St. Louis, Missouri, April, 1968.

States some of the characteristics of the culturally deprived. Discusses the approaches developed in the Minneapolis Rehabilitation Center with emphasis on assessment techniques and use of the workshop.

248 Wier, W., Assessing the vocational potential of the alcoholic. In G. Ayers (Ed.), Assessing the vocational potential of the socially handicapped. Proceedings of the Vocational Evaluation and Work Adjustment Association Sectional Meeting, NRA, St. Louis, Missouri, April, 1968.

States need for eliminating common fallacies of alcoholism. Describes the comprehensive multidisciplinary approach at the North Dakota Rehabilitation Program for Alcoholics. Discusses the five units of the program, with particular emphasis on the De-toxification Center and the Residential Rehabilitation Facility.

249 Bell, F., Evaluation in epilepsy. Vocational Evaluation and Work Adjustment Bulletin, 1968, 1(1), 7.

Use of work as a means of realistically pointing out to an epileptic his inability to perform on a certain type of job is discussed. Allows the client to come to the realization himself that a certain occupation is not feasible in terms of his disability.

250 Walker, R., Simulated tasks. Vocational Evaluation and Work Adjustment Bulletin, 1968, 1(1), 3-6.

Describes the use of simulated tasks (work samples) at the Minneapolis Rehabilitation Center and the advantages and flexibility of the tasks. Gives examples of situations within the facility where simulated work may be especially useful.

252 Elkin, L., Predicting performance of the mentally retarded on sheltered workshops and non-institutional jobs. American Journal of Mental Deficiency, 1968, 72, 533-539.

Study supported a hypothesis that a "general ability" factor, encompassing intellectual and psychomotor skills, was related to job performance. Educable mentally retarded clients were evaluated in a sheltered workshop and on non-institutional jobs in various locations in Saskatchewan, Canada. Tasks used were color sorting, form sorting, and hand assembly. Two scales were used to measure performance -- a job evaluation scale for expected performance and a work assessment scale as a measure of observed performance. Difficulties encountered and findings of the study are discussed.

253 Blackman, L., & Siperstein, G., Job analysis and the vocational evaluation of the mentally retarded. Rehabilitation Literature, 1968, 29, 103-105. Also appears in R. Sankovsky, G. Arthur, & J. Mann (Comps.), Vocational evaluation and work adjustment: A book of readings. Auburn, Alabama: Auburn University, Alabama Rehabilitation Media Service, 1969.

Notes the limitations in predicting vocational success for the mentally retarded by using standardized testing instruments. Discusses the merits of the work sample and particularly the job analysis technique as more direct and valid methods of measuring vocational potential.

254 Clawson, L., A study of the Clawson Worksample Tests for measuring the manual dexterity of the blind. New Outlook for the Blind, 1968, 62, 182-187.

Limitations, vocational placement, and testing instruments in evaluating the manual skill of the blind are considered. Describes the worksamples that make up the Clawson Worksample Tests. Notes advantages and disadvantages of worksample approach. Results of a study of Clawson Worksample Tests reveal worksamples can be standardized and objective.

255 Ethridge, D., Pre-vocational assessment of rehabilitation potential of psychiatric patients. The American Journal of Occupational Therapy, 1968, 22(3), 161-167.

Description of a hospital evaluation program for psychiatric patients and development of a rating scale form for measuring rehabilitation potential. Reports correlations between rating scale results and successful rehabilitation.

256 Friedman, S., Real work? Simulated work? The middle of the road. Vocational Evaluation and Work Adjustment Bulletin, 1968, 1(3), 3-5.

Discussion of the controversy on defining the difference between "real work" and "simulated work" (work samples). Explains some of the evaluation techniques used at Chicago Jewish Vocational Service.

257 Jewish Employment and Vocational Service, Work samples: Signposts on the road to occupational choice. Philadelphia: Author, 1968.

A final report of an experimental and demonstration (E&D) project carried on at Jewish Employment and Vocational Service (JEVS), Philadelphia, in cooperation with the Pennsylvania State Employment Service. The project purpose was to develop and explore the usefulness of a work sample program, particularly with the disadvantaged. Included in the project: a discussion of the evaluation of the capabilities of the disadvantaged; a description of the JEVS work sample procedure including administration, observation, and scoring statistical findings; summary and conclusions. Appendix includes a bibliography of the evaluation of the disadvantaged, case studies, description of the work samples in the battery, work samples and related worker trait arrangements, work evaluation center, rules for the client, and sample rating forms for work behavior and work sample performance. (Manpower Administration Contract 82-40-67-40)

258 Krantz, G., Theory of employability: Criterion, vocational evaluation, and work adjustment training. Paper presented at Stout State University, Menomonie, Wisconsin, 1968. Also presented as a speech at the National Rehabilitation Association Conference in San Diego, September, 1970, under the title, Employability, its nature, measurement, and improvement.

Indicates need for a clear theory of employability in order that the technologies of vocational evaluation and work adjustment can be properly developed. Indicates need for a clear theory for employability as it relates to criterion, vocational evaluation, and work adjustment training. Discusses some present attempts at developing a theory of employability including the "critical incident" technique.

259 Lustig, P., Evaluating the evaluation. In M. Cohen & N. Thisse (Eds.), The sheltered workshop. Boston: Massachusetts State Association of Sheltered Workshops and Homebound Programs, 1968, 65-84.

An examination of the following aspects of the process of evaluation: evaluator's questions, gathering of data, data and conclusions, and use of conclusions. Contains a series of questions and answers on the subject of the length of the evaluation period, the psychological report, and impressions and conclusions reached at the outset of evaluation.

260 Match, E. (Comp.), Bibliography of vocational rehabilitation with emphasis on work evaluation. Johnstown, Pennsylvania: University of Pennsylvania, Research and Training Center in Vocational Rehabilitation, 1968.

A bibliography of materials published from 1957 to 1967 relating to vocational assessment. Some entries are annotated.

261 Miller, B., Vocational rehabilitation in a rural community. San Luis Obispo, California: Achievement House, Inc., 1968.

The final report of a project conducted by Achievement House, Inc. Contains an overview of the development of Achievement House activities prior to the project; the general plans of the project; the work samples used in the evaluation and training which include greenhouse nursery stock operations, furniture refinishing, office practices, arts and crafts, fishing jigs, and self-inking stamp assembly; and results of the project. (Research and Demonstration Grant 1259-G-65-C-1)

262 Miller, M., Work evaluation manual for Goodwill Industries. Washington: Goodwill Industries of America, Inc., 1968.

A manual of methods and procedures for work evaluation in Goodwill Industries. Contains information in the following areas: starting a work evaluation program including organization and financing, physical arrangements, length of evaluation period, and qualifications for evaluators. Also covers psychological testing admission process; work evaluation methods including work samples, work tryouts, trial employment; and report writing. Appendix includes details on clerical job samples, light industrial job samples, semi-skilled job samples, and janitor-maid samples. Examples of evaluation forms included. (This publication is a revision of the 1959 version of Manual for Establishment of a Work Evaluation Program Within a Sheltered Workshop Setting.)

263 Neff, W., The assessment of work potential. In Work and human behavior. New York: Atherton Press, 1968, 169-182.

A discussion of different methods or approaches to work evaluation including a brief history of the development and need for evaluation. Methods defined are the mental testing approach, job analysis approach, work sample approach and the situational approach.

264 Overs, R., Scientific observation in work evaluation. American Journal of Occupational Therapy, 1968, 22(6), 530-533.

Points out that methods and techniques of scientific observation can be applied to observation of client behavior. Defines goals and describes the scope of observation, the problem of observing behavioral events, and the use of time sampling plan of routine behavior. Discusses the problem of discriminating between observed behavior and inferred attitudes. Discusses the synthesis of information from many sources regarding the client.

265 Overs, R., & Day, V., Follow-up 81. Milwaukee Media for Rehabilitation Research Reports, Number 6. Milwaukee: Curative Workshop of Milwaukee, 1968.

Report of a follow-up study on the occupational choice and job adjustment of 81 clients who had completed evaluation at the Curative Workshop of Milwaukee. Describes characteristics of client population. Jobs which clients entered were ranked according to Dictionary of Occupational Titles classifications. Suggestions for development of evaluation procedures included were based on the job choices of the clients and the evaluation methods which were utilized. Emphasizes need for more scientifically developed job samples and utilization of psychological measurement methodology for standardizing job samples.

266 Overs, R., & Trotter, A. (Eds.), The theory of job sample tasks. Milwaukee Media for Rehabilitation Research Reports, No. 2. Milwaukee: Curative Workshop of Milwaukee, 1968.

A basic orientation to the theory, development and current status of work samples. Discusses the following: the difference between actual job sample tasks and simulated job sample tasks, job task construction, assessment with paper and pencil tests, norming job samples, reliability of job samples, validity of job samples.

267 Rosenberg, B., Industrial demands and evaluation. Vocational Evaluation and Work Adjustment Bulletin, 1968, 1(4), 7-10.

Lack of proper work sample development which results in unsatisfactory work samples and thus invalid evaluation results is discussed. Emphasizes that industrial demands of actual work must be considered in the development of work samples.

268 Villemarette, J., The many dimensions of voc eval. Vocational Evaluation and Work Adjustment Bulletin, 1968, 1(4), 11-13.

An explanation of the theory of vocational evaluation, its problems, and its future. Lists aspects of the role and purpose of evaluation.

270 Spergel, P., & Leshner, S., Vocational assessment through work sampling. Journal of Jewish Communal Service, 1968, 44, 225-229.

Describes the work sample battery used by the Philadelphia Jewish Employment and Vocational Service. Discusses their administration, observation and scoring. Notes that work samples are reality-oriented and provide for better observation of basic employment behavior.

271 Stubbins, J., & Noll, E. (Comps.), Workshops for the handicapped: An annotated bibliography, No. 5. Los Angeles: Rehabilitation Counseling Program, California State College, 1968.

The fifth edition of an annotated bibliography covering literature from July of 1967 through June of 1968 relating to a variety of work experience programs for the handicapped. Also includes items published earlier that have not been included in previous editions.

272 University of California at Los Angeles, Division of Rehabilitation, Neuromuscular responses and work samples as predictors of job performance. Los Angeles: Author, 1968.

A study to develop a battery of job samples which would predict the job performance of employees working in assembly or light machine occupations. The study had four basic hypotheses: (1) that "stresses" imposed by the tests on the subjects could be measured in terms of muscular tension; (2) that the tests and job samples would have high measurement accuracy and reliability; (3) that a "capability profile" could be selected and a single group of tests would be capable of predicting actual job performance; (4) that tests within the "capability profile" could predict what types of disabled subjects would fall into the low productivity category. (Research and Demonstration Grant 1990-M)

273 University of Maryland, Department of Industrial Education, Collating in sheltered workshops, Technical Bulletin No. 2. College Park, Maryland: Regional Rehabilitation Research Institute, University of Maryland, 1968.

Details the advantages and disadvantages of various methods of collating. Contains information on more efficient means of collating, physical surroundings needed for collating, collating with machines and rack and paper receiver, and methods of bidding for collating jobs.

274 Wright, G., & Trotter, A., Rehabilitation research. Madison: University of Wisconsin, 1968.

A publication containing articles pertaining to research in all areas of rehabilitation. Included are the following articles pertaining to the evaluation area: Procedures of Vocational Potential of the Cerebral Palsied, Evaluating the Vocational Potential of the Retarded, The Evaluation of Intellectual and Other Abilities of the Retarded, Prevocational Evaluation in a General Hospital and in a Rehabilitation Center, and The Use of Job Samples to Evaluate Vocational Ability.

275 Wright, G., & Trotter, A., Evaluating the vocational potential of the retarded. In Rehabilitation research. Madison: University of Wisconsin, 1968, 146-154.

A description of a four-year project at the Edward R. Johnstone Training and Research Center in Bordentown, New Jersey, to develop evaluation techniques for the retarded. The project had two major objectives: to develop within a residential evaluation setting a framework to predict performance in a particular program phase from any preceding phase, and to assess the effects of controlled variations on the vocational adjustment of clients. The following phases of the program were evaluated as to their effectiveness and correlations are presented: vocational evaluation, psychological evaluation, vocational interest, vocational training, group counseling, and vocational placement.

276 Wright, G., & Trotter, A., Prevocational evaluation in a general hospital and in a rehabilitation center. In Rehabilitation research. Madison: University of Wisconsin, 1968, 480-483.

Discusses study designed to examine the usefulness of a prevocational unit in a hospital setting. Studies were conducted at Bellevue Hospital and at the New York University Medical Center. States aims of unit, procedure and results of the study.

277 Wright, G., & Trotter, A., Procedures for evaluating the vocational potential of the cerebral palsied. In Rehabilitation research. Madison: University of Wisconsin, 1968, 29-40.

Report of a five-year study at the Institute for the Crippled and Disabled, New York, for the evaluation of cerebral palsied clients. The project was designed to accomplish three major goals: to establish a standardized operating procedure for a work setting in which the cerebral palsied could be evaluated, to identify a practical method for meeting vocational needs of clients, and to develop a work classification system based on the clients' performance in a work setting. A list of the work samples used is included: sorting and packaging, inspection work, service occupations, clerical work, and basic tools and equipment use.

278 Wright, G. & Trotter, A., The evaluation of intellectual and other abilities of the retarded. In Rehabilitation research. Madison: University of Wisconsin, 1968, 154-161.

A study done at the University of Washington to measure different types of abilities and to provide a reliable basis for assessing behavioral adequacy in mentally retarded young adults. The study utilized intelligence tests, dexterity, personality tests, and a work evaluation scale to predict behavior in the areas of work adequacy, psychological disability and physical disability. Behavior prediction with life history information was also analyzed.

279 Wright, G., & Trotter, A., The use of job samples to evaluate vocational ability. In Rehabilitation Research. Madison: University of Wisconsin, 1968, 483-487.

A report of a study conducted by the VGRS over a seven-year period. The purpose of the study was to establish reliability and validity in the use of job samples which were collected from industries in the Cleveland area. Job samples were used from four areas: assembly tasks, sorting tasks, clerical tasks, and wood and metal working. Results of follow-up studies included.

280 Affleck, P., DeCapot, F., & Szufnarowski, J. (Eds.), Proceedings of short term training institute on work adjustment-vocational evaluation services. Hyannis, Massachusetts: Massachusetts and Connecticut Associations of Sheltered Workshops and Homebound Programs, 1969.

A compilation of presentations from the above training institute. Included are the following presentations and their authors: Beard (Utilizing Competitive Industry for Vocational Evaluation and Work Adjustment), Rosenberg (Vocational Evaluation Through the TOWER System), and Barnes (Work Adjustment and Vocational Evaluation Foundations for the Rehabilitation Process).

281 Barnes, R., Work adjustment and vocational evaluation foundations for the rehabilitation process. In P. Affleck, F. DeCapot, & J. Szufnarowski (Eds.), Proceedings of short term training institute on work adjustment-vocational evaluation services. Hyannis, Massachusetts: Massachusetts and Connecticut Associations of Sheltered Workshops and Homebound Programs, 1969.

A discussion of the psychological needs met in work and the implications for rehabilitation facility teams, "work power" of workshops, and vocational evaluation and work adjustment as foundations for the rehabilitation process.

282 Beard, J., Utilizing competitive industry for vocational evaluation and work adjustment. In P. Affleck, F. DeCapot, & J. Szufnarowski (Eds.), Proceedings of short term training institute on work adjustment-vocational evaluation services. Hyannis, Massachusetts: Massachusetts and Connecticut Associations of Sheltered Workshops and Homebound Programs, 1969.

Report of the activities provided by Fountain House in New York which is a transitional employment program of evaluation in actual on-the-job experiences. Vocationally disabled persons, primarily psychiatrically handicapped, are placed in positions in private enterprise under supervision of an employee of Fountain House. Placements are individual and group in a variety of types of business. Discusses the growth of the program since its origin in 1958 and the special considerations of such a type of facility. (Rehabilitation Services Administration Grant 768-T-69)

283 Hoffman, P., Work evaluation and work adjustment. In P. Affleck, F. DeCapot, & J. Szufnarowski (Eds.), Proceedings of short term training institute on work adjustment-vocational evaluation services. Hyannis, Massachusetts: Massachusetts and Connecticut Associations of Sheltered Workshops and Homebound Programs, 1969.

Discusses work evaluation and work adjustment as separate but related techniques. Defines vocational evaluation and work evaluation. Specific techniques of work evaluation and their advantages and disadvantages are presented including work samples, situational work, and job analysis. Psychometric testing merits and limitations are also included. Relates work task, work situation, and work environment to the concepts of work evaluation and work adjustment. Contains information on staffing and refers to the many types of individual vocational backgrounds and knowledges which may contribute to the evaluation process.

284 Rosenberg, B., Vocational evaluation through the TOWER System. In P. Affleck, F. DeCapot, & J. Szufnarowski (Eds.), Proceedings of short term training institute on work adjustment-vocational evaluation services. Hyannis, Massachusetts: Massachusetts and Connecticut Associations of Sheltered Workshops and Homebound Programs, 1969.

A brief description of the development of work samples of the TOWER System, how the TOWER System is used, and its benefits. Also a general discussion of work evaluation and its inter-relation with rehabilitation agencies.

285 Brainerd State Hospital, Cooperative Vocational Rehabilitation Program, Pre-vocational evaluation. In Brainerd State Hospital, Procedures manual for habilitation of the mentally retarded. Brainerd, Minnesota: Author, 1969.

An introduction to the procedures used at Brainerd State Hospital in the pre-vocational evaluation unit. Includes the unit objectives, staff and resources (standardized tests, work samples, and job training sites). Contains copies of the evaluation report forms and rating scales used in the evaluation unit.

286 Pruitt, W., & Pacinelli, R. (Eds.), Work evaluation in rehabilitation. Washington, D.C.: Association of Rehabilitation Centers, 1969.

A compilation of several papers reflecting the current situation in work evaluation, prepared by participants in an institute held in Denver, August, 1969. Articles and authors included are: Hoffman (Work Evaluation: An Overview), Roberts (Definitions, Objectives and Goals in Work Evaluation), Sankovsky (Patterns of Services in Vocational Evaluation), Sink (Evaluation - A Reason for Concern), Bregman (Organization and Administration of the Vocational Rehabilitation Center Work Evaluation Program), Lee (Structure and Administration of a Work Evaluation Program), Spergel (The Organization and Administration of a Comprehensive Work Evaluation Unit in a Multifunctioning Vocational Rehabilitation Program), Rosenberg (Organization and Administration of Work Evaluation Programs), Smith (Closing the Manpower Gap in Vocational Evaluation), Church and Barnes (Funding for Work Evaluation Units and Purchase of Work Evaluation Services). (Education Grant 418-T-69)

287 Bregman, M., Organization and administration of the vocational rehabilitation center work evaluation program. In W. Pruitt, & R. Pacinelli (Eds.), Work evaluation in rehabilitation. Washington, D.C.: Association of Rehabilitation Centers, 1969, 73-79.

Describes evaluation system, utilization of work samples, and simulated work activities of the Vocational Rehabilitation Center of Allegheny County, Pennsylvania. Approaches evaluation as the diagnostic phase of rehabilitation.

288 Church, R., & Barnes, R., Funding for work evaluation units and purchase of work evaluation services. In W. Pruitt, & R. Pacinelli (Eds.), Work evaluation in rehabilitation. Washington, D.C.: Association of Rehabilitation Centers, 1969, 111-118.

Provides specific reference data on funding of vocational evaluation units and purchase of services. Details legislation which provides for funding purposes.

289 Lee, L., Structure and administration of a work evaluation program. In W. Pruitt, & R. Pacinelli (Eds.), Work evaluation in rehabilitation. Washington, D.C.: Association of Rehabilitation Centers, 1969, 79-85.

Stresses the importance of diversification, flexibility, innovation, and creative experimentation in making work tasks, work settings, and staff more attuned to the specific rehabilitation needs of the client. Discusses how these characteristics may be achieved.

290 Rosenberg, B., Organization and administration of work evaluation programs. In W. Pruitt, & R. Pacinelli (Eds.), Work evaluation in rehabilitation. Washington, D.C.: Association of Rehabilitation Centers, 1969, 97-99.

Discusses and describes the TOWER Evaluation System and advantages of the work sample approach. Includes some general guidelines in setting up an evaluation unit.

291 Sankovsky, R., Patterns of services in vocational evaluation. In W. Pruitt, & R. Pacinelli (Eds.), Work evaluation in rehabilitation. Washington, D.C.: Association of Rehabilitation Centers, 1969, 33-34.

Report of a survey conducted to identify services and patterns of services in vocational evaluation. Answers to the following topics are included: characteristics of rehabilitation facilities that provide vocational evaluation services (emphasis of facility, type of facility, geographic location), and characteristics of vocational evaluation programs with respect to staff and services.

292 Sink, J., Evaluation - a reason for concern. In W. Pruitt, & R. Pacinelli (Eds.), Work evaluation in rehabilitation. Washington, D.C.: Association of Rehabilitation Centers, 1969, 63-69.

Points out problems in the areas of evaluation and work adjustment that must be solved in order to provide better services for clients.

293 Smith, D., Closing the manpower gap in vocational evaluation. In W. Pruitt, & R. Pacinelli (Eds.), Work evaluation in rehabilitation. Washington, D.C.: Association of Rehabilitation Centers, 1969, 103-108.

Points out the shortage and need for trained evaluators. Presents ideas for training vocational evaluation personnel through universities and in-service training. Discusses the use of evaluation aides. Argues for more salary incentive, student stipends, and federal funding to help close the manpower gap.

294 Spergel, P., The organization and administration of a comprehensive work evaluation unit in a multifunctioning vocational rehabilitation program. In W. Pruitt, & R. Pacinelli (Eds.), Work evaluation in rehabilitation. Washington, D.C.: Association of Rehabilitation Centers, 1969, 89-94.

Describes the principles of work evaluation and the organization and administration of a vocational assessment program. Discusses interaction between evaluation and other rehabilitation disciplines and executive responsibilities in the planning and operation of a work evaluation unit.

295 Bregman, M., Some common components in vocational evaluation. Paper presented at the National Rehabilitation Association Annual Conference, New York, November, 1969.

Discusses theory, need for, and history of vocational evaluation. Presents commonalities and problems in existing evaluation programs such as level of evaluator training, amount of time spent in evaluation, and utility of evaluation in regard to different types of clientele.

296 Button, W., et al., A conceptual framework for the analysis of work behavior in sheltered workshops. Studies in Behavior and Rehabilitation No. 1. Ithaca, New York: Cornell Region II Rehabilitation Research Institute, Cornell University, 1969.

Describes a basic system for researching the work behavior of clients in a sheltered workshop. The following areas are included: review of research in organizational behavior, and basic concepts and variables in behavior. A method of observing work behavior and recording significant work behavior is outlined. (Research and Demonstration Grant 2075-G)

297 Chaffin, J., Production rate as a variable in the job success or failure of educable mentally retarded adolescents. Exceptional Children, 1969, 35, 533-538.

Discussion of a study conducted in two school districts in Kansas with educable retarded high school students in work sample experiences. Study investigated the importance of production rate of mentally retarded clients as an influencing factor in their employment success. Two separate experiments were conducted in the study; the first to compare production rates of ten pairs of clients (ten successful and ten unsuccessful). The second experiment involved increasing production rate of the unsuccessful group and decreasing production rate of successful clients.

298 Clark, D., Evaluation: A psychologist's view. Vocational Evaluation and Work Adjustment Bulletin, 1969, 2(2), 3-6.

Need for research in the field of vocational rehabilitation is discussed. Necessity of feedback and publication of research results so that practitioners may use this information is stressed.

299 Messenger, S., Predictive value of ten variables. Vocational Evaluation and Work Adjustment Bulletin, 1969, 2(2), 7-8.

Describes a study to determine which types of tests have the highest correlation with typing success, motor dexterity or higher mental ability tests. Lists tests used, mentions some previous research done in the area, and describes the testing procedure. Gives correlation results between the variables (tests) and typing success.

300 Coffey, D., The Dictionary of Occupational Titles in work sample development. Informational Bulletin, Institute for Vocational Rehabilitation, Stout State University, 1969, 1(6).

Describes the Dictionary of Occupational Titles and discusses its utilization in the more scientific preparation and development of job samples.

301 Cooperative Educational Services Agency, Pre-vocational assessment laboratory. Gillett, Wisconsin: Author, 1969.

A manual of work samples to evaluate and train mentally retarded high school students in a mobile evaluation laboratory. The work samples described in the manual include: stocking and sorting, assembly and packaging, mail sorting, alphabet card filing, sewing, hand tool use, tire repair, bike repair, adding machine, phone use, typing, drill press, cleaning clothes, ironing, engine assembly, electrical repair work, cash register, weight and pricing, petty cash, table setting, restaurant, serving, time and operation, and fly tying.

302 Cornwell, E., Vocational evaluation laboratory. Beaumont, Virginia: Virginia Department of Vocational Rehabilitation, 1969.

A description of the vocational evaluation laboratory at the Beaumont School for Boys, Beaumont, Virginia. Includes outline of evaluation procedures for 11 evaluation areas: automobile mechanic, barber, bricklaying, drafting, electricity, radio and TV repair, soldering, food service, plumbing, social-psychological, tailoring, welding, and woodwork. Each procedure includes brief statement of the job, personal requirements, psychological tests applicable, and applicable work samples.

303 Coun, R., Work evaluation techniques as employed in a workshop setting for the emotionally disabled. Paper presented at the Problem Clinic: Work Evaluation Techniques for the Mentally Handicapped, Institute for the Crippled and Disabled, New York, March, 1969.

A description of a work evaluation program employing job samples and sub-contract work techniques at Jewish Vocational Service, Newark. Advantages and limitations of work evaluation are discussed as is counseling as an important adjunct to the evaluation process.

304 Czerwionka, J., & Birch, J. (Eds.), Abstracts of articles on assessment and the socially handicapped. Pittsburgh: University of Pittsburgh, 1969, 1(1).

A volume of abstracts from professional literature from 1964 to 1969 on assessment and the socially handicapped. Includes a key term index with the abstracts to refer readers to specific topics.

305 Dunn, D., Decision-making in work evaluation. Unpublished manuscript, Stout State University, 1969.

An examination of decision-making processes that involve the work evaluator functioning in a situation where he has control over the information gathering procedures. The article includes information on elements of decision-making, decision strategies, test information and decision-making, and the implications decision-making has for the work evaluator.

306 Egerman, K., & Gilbert, J., The work evaluator. Journal of Rehabilitation, 1969, 35(3), 12-14.

Reports a broad survey made among work evaluators in which information was gained concerning their work habits and work activities, plus their evaluations of themselves and their field. Results are listed along with conclusions drawn.

307 Feldman, R., & Mordock, J., A cognitive process approach to evaluating vocational potential in the retarded and emotionally disturbed, part II. Rehabilitation Counseling Bulletin, 1969, 12, 195-203.

Describes and discusses the Devereaux Cognitive Process Study (DCPS) designed to examine cognitive functioning of emotionally disturbed and retarded clients in relation to vocational potential. DCPS uses physical stimuli under problem conditions to rate client on work tempo, ability to profit from experience, decision making, and other factors considered desirable in work situations. Part I of this article appears in Rehabilitation Counseling Bulletin, 1962, 12, 136-143, under authorship of Mordock, J., & Feldman, R.

308 Genskow, J., Evaluation process. Paper presented at the spring meeting of the Illinois Rehabilitation Association, May, 1969.

Discusses the process of evaluation in general and as practiced at the Decatur, Illinois Evaluation Center (DEC). Discusses the goals of evaluation from the viewpoint of both counselor and client; and advantages and disadvantages of four major methods of evaluation -- psychological testing, production performance, work samples, and on-the-job evaluation which are incorporated into the evaluation program at DEC.

309 Friend, E., Establishing an evaluation unit. Vocational Evaluation and Work Adjustment Bulletin, 1969, 11(1), 9-10.

Discusses purposes of vocational evaluation, and states some general guidelines in the development of work samples.

310 Goldstein, H., Research design and execution. Vocational Evaluation and Work Adjustment Bulletin, 1969, 11(1), 5-8.

Discusses research design and execution intended to determine validity and reliability of evaluation technique. Reports on the predictive value of rating scales used at MacDonald Training Center, Jewish Vocational Service - Chicago, and the Delgado Rehabilitation Center.

311 Hardy, R., & Cull, J., Standards in evaluation. Vocational Evaluation and Work Adjustment Bulletin, 1969, 11(1), 11-13.

Emphasizes that evaluators must maintain high standards in evaluation procedures in order to live up to the obligation of recent rehabilitation legislation. Discusses various evaluator duties and functions and many things that an evaluator should think about and be aware of during the evaluation process.

312 Gordon, J., Testing, counseling and supportive services for disadvantaged youth. Ann Arbor, Michigan: University of Michigan, Institute of Labor and Industrial Relations, 1969.

A compilation of results funded under the Manpower Development Training Act (MDTA), Experimental and Demonstration (E&D) projects. Describes results on assessment counseling and supportive services for disadvantaged youth. Assessment section deals with psychometric tests used, trainee responses to testing, preparing clients for testing, use of tests and test results, test and retest results, test-retest uses, test findings, validity of tests, clinical assessment, work experience ratings, description of work sample evaluation programs, self-assessment and training in taking tests for employment.

313 Hinrichs, J., Comparisons of "real life" assessments of management potential with situational exercises, paper-and-pencil ability tests, and personality inventories. Journal of Applied Psychology, 1969, 53, 425-432.

A study to determine the degree to which a two-day evaluation using a situational test could predict for management potential. Situational test involved placing the testee in a position where he had to perform on management and administrative type tasks. Factors rated through the situational test included aggressiveness, persuasiveness, oral communication, self-confidence, risk taking.

314 Hoffman, P., Evaluation of performance. Informational Bulletin, Institute for Vocational Rehabilitation, Stout State University, 1969, 1(3).

Discusses work performance as a sum of the variables of capacity, effort, appropriateness of effort, and environment. Presents the variables in a formula form.

315 Hoffman, P., Preparation of a manual for a work sample. Informational Bulletin, Institute for Vocational Rehabilitation, Stout State University, 1969, 1(9).

Discusses factors in developing a manual for work samples. Describes sections to be included in the manual. Emphasizes need for clarity of instructions for administration of a work sample.

316 Hoffman, P., Utilization of work evaluation. Informational Bulletin, Institute for Vocational Rehabilitation, Stout State University, 1969, 1(8).

Points out information which may be gained about the client through the work evaluation process. Discusses intellectual level of functioning, client's interests, client's reaction to various tasks, work habits, and personality.

317 Hoffman, P., Work evaluation. Informational Bulletin, Institute for Vocational Rehabilitation, Stout State University, 1969, 1(4).

Part I from a speech on work evaluation presented to the Texas Division of Vocational Rehabilitation at Houston, Texas. Discusses theory of work evaluation and presents several different definitions. Differentiates between work evaluation and other techniques of vocational evaluation such as psychometrics.

318 Hoffman, P., Work evaluation. Informational Bulletin, Institute for Vocational Rehabilitation, Stout State University, 1969, 1(5).

Part II from a speech on work evaluation presented to the Texas Division of Vocational Rehabilitation at Houston, Texas, Discusses and defines work evaluation within the framework of work task, work situation, and work environment.

319 Holbert, W., & Brown, D., The development of a systematic evaluation of the Atlanta Employment Evaluation and Service Center, interim report. Atlanta: Atlanta Employment Evaluation and Service Center, 1969.

Report on the progress to develop a system to evaluate the services and achievements of the Atlanta Employment Evaluation and Service Center. (Research and Demonstration Grant 2988-G)

320 Holbert, W., & Brown, D., The development of a systematic evaluation of the Atlanta Employment Evaluation and Service Center, proposal. Atlanta: Atlanta Employment Evaluation and Service Center, 1969.

A proposal designed to guide in the development of a system to evaluate the services and achievements of the Atlanta Employment Evaluation and Service Center. (Research and Demonstration Grant 2988-G)

321 Horlick, R., Evaluation problems with youthful offenders. Paper read at Workshop on Vocational Evaluation with the Youthful Offender, Ladysmith, Wisconsin, July, 1969.

A discussion of the roots of criminal behavior and some of the problems inherent in the evaluation of the criminal type. Notes advantages and disadvantages of psychological testing and describes work behavior patterns, problems, and variables such as personality, socio-cultural, work adjustment, and cognitive which the evaluator must consider.

322 Jewish Vocational Service of Chicago, The ALPINE project, experimental and demonstration program for vocationally disadvantaged older workers. Chicago: Author, 1969.

The final report of a program designed to develop and evaluate techniques to assist chronically unemployed older workers obtain employment. The program, the ALPINE project, was developed by the Jewish Vocational Service of Chicago. Included in the report are: objectives of the program; selection criteria and procedure; staff and operation of the project; description of the three types of services (workshop evaluation, prevocational training, and selective placement) used in the study; evaluative techniques and procedures of the program; results, conclusions, and recommendations of the program; and detailed statistical treatment of the study. (Manpower Policy, Evaluation and Research Contract 82-15-67-55)

323 Mordock, J., & Feldman, R., A cognitive process approach to evaluating vocational potential in the retarded and emotionally disturbed, part I. Rehabilitation Counseling Bulletin, 1969, 12, 136-143.

A discussion of the need for assessment of cognitive functioning of candidates for rehabilitation, and inadequacies of existing evaluative techniques including psychological testing. Suggests problems for future study in the field. Discusses relevance of existing evaluative techniques, importance of cognitive assessment, and cites studies done in each area. Part II of the article appears in Rehabilitation Counseling Bulletin, 1967, 12, 195-200 under authorship of Feldman, R., & Mordock, J.

324 Moriarty, J., Toward an empirical definition of client evaluation. Reprint Series No. 1. Institute, West Virginia: Rehabilitation Research and Training Center, 1969.

A discussion of the limitations of client evaluation procedures and suggested solutions for improving upon the current status. Outlines steps for establishment of an empirically based evaluation program and also includes a method for computing correlation coefficients and their interpretation.

325 Nadolsky, J., The existential in vocational evaluation. Journal of Rehabilitation, 1969, 35(3), 22-24.

Discusses relationship between the philosophy of existentialism and vocational evaluation, stressing the similarities between the two entities. Talks of the need for vocational evaluators to use innovative procedures to provide for better understanding of client needs.

326 Pruitt, W., Determinant factors influencing decisions in vocational evaluation. Informational Bulletin, Institute for Vocational Rehabilitation, Stout State University, 1969, 1(7).

Describes the internal and external elements that effect decisions made by the vocational evaluator and lists examples of specific models of decision making. Areas of on-going research to empirically find how rehabilitation professionals and consumers arrive at critical decisions are also discussed.

327 Pruitt, W., The status of work evaluation with youth and the handicapped. Paper presented at the 22nd Annual Conference, Region III, National Rehabilitation Association, Norfolk, Virginia, May, 1969.

Discusses work evaluation status in regard to the special education student, the culturally deprived, and the youthful offender. Defines terminology and examines techniques in the areas of work evaluation, vocational evaluation, work adjustment, work samples, psychometric testing, and behavioral assessment.

328 Pruitt, W., Work as a means for evaluation. Paper presented at the Workshop on Vocational Evaluation with the Youthful Offender, Ladysmith, Wisconsin, July, 1969.

Lists assumptions about work which make observations and evaluation of work meaningful. Discusses three general areas of work behavior to be assessed: work tolerance, intelligence, and psychological factors. Points out the significance of work behavior and necessary observational sensitivity on the part of the evaluator.

329 Rosenberg, B., Development of the TOWER System. Vocational Evaluation and Work Adjustment Bulletin, 1969, 2(3), 9-11.

Traces the historical development of the TOWER System from the first "Guidance Test Class" to the passage of Public Laws 113 and 565. Notes important contributions from various members of the profession.

330 Rosenberg, B., Vocational evaluation. Rehabilitation Series Number 40, New York: Institute for the Crippled and Disabled, 1969.

A discussion of evaluation including a brief history of vocational evaluation, techniques of vocational evaluation including occupational therapy activities, sheltered workshop production tasks, manual arts therapy, on-the-job tryouts, work sample tasks, the TOWER System (including evaluation categories of work samples from TOWER). Also discusses major purposes of vocational evaluation, its value to paramedical personnel and the evaluation procedure used by the Institute for the Crippled and Disabled (ICD).

331 Sankovsky, R., Arthur, G., & Mann, J. (Comps.), Vocational evaluation and work adjustment: A book of readings. Auburn, Alabama: Auburn University, Alabama Rehabilitation Media Service, 1969.

A composite of articles pertaining to work evaluation and work adjustment. Articles included and their authors are: Gellman (The Principles of Vocational Evaluation), Fiske (Problems in Measuring Capacity and Performance), Neff (Problems of Work Evaluation), Whitehouse (Client Evaluation in the Habilitation Process), Nadolsky (Evaluation Criteria: An Essential Precursor to Systematic Vocational Evaluation), Thompson and Pauhle (Development of an Elemental Motion Analysis for Man-Work Matching in Vocational Rehabilitation and Placement), Blackman and Siperstein (Job Analysis and the Vocational Evaluation of the Mentally Retarded), Sinick (Client Evaluation: Work Task Approach), Sakata and Sinick (Do Work Samples Work), Wegg (The Essentials of Work Evaluation), Sidwell, Ireland, and Koeckert (Use of Actual Job Samples in Prevocational and Work Evaluation Units), Gellman (The Vocational Adjustment Shop), Gelfand (The Concept of Reality as Used in Work Evaluation and Work Adjustment), Overs and Cole (Work Evaluation), Friend (The Significance of Evaluee-Evaluator Relationship), Gelfand (Some Work Types Met in Work Evaluation), Overs (Writing Work Evaluation Reports--Chore or Challenge), Jacobs and Hay (Vocational Reporting in the Vocational Rehabilitation Process), Gust (The Psychological-Vocational Evaluation Report: Reciprocal Referral Responsibility).

332 Sax, A., Client's pay -- a step toward a more realistic work evaluation. Unpublished manuscript, Stout State University, Menomonie, Wisconsin, 1969.

Discusses general purposes of vocational evaluation and advantages of the work sample and situational method. Notes that fair wages for clients during evaluation increase motivation and result in a more realistic assessment. Methods of implementing wages for clients also discussed.

333 Smith, M., The reliability of work evaluation ratings made after one day compared to ratings made after thirty days. College Park, Maryland: Regional Rehabilitation Research Institute, University of Maryland: and Madison, Wisconsin: Graduate Program in Sheltered Work, University of Wisconsin, 1969.

The results of a study conducted to determine whether there is a significant difference between an initial evaluation after one day and a subsequent evaluation after 30 days. The rating instrument contained five major work areas -- task performance, cultural factors, interpersonal and social skills, self, and physical -- with work adjustment factors in these areas. Discusses objectives of work evaluation, intent of federal legislation for extended evaluation, amount of time necessary to accomplish objectives of evaluation, separating training and evaluation and the question of evaluation programs screening in or screening out clients. Statistical results and the workshop evaluation forms are included. (Research and Demonstration Grant 2040-G and Rehabilitation Services Administration Grant 419-T-69)

334 Stout, J., Certifying the evaluator. Vocational Evaluation and Work Adjustment Bulletin, 1969, 2(4), 4-6. Also paper presented at the National Rehabilitation Association Annual Conference in New York City, November 3, 1969.

Presents justification for certifying vocational evaluators, first as a demonstration of competency and secondly as a prerequisite for professionalization. Defines difference between vocational evaluators and work evaluators as it applies to certification.

335 Sturman, J., Worley, B., & Forster, J., Vocational evaluation-exploration and resocialization using community job stations and a community live-in teaching facility. Everett, Washington: The Delta Foundation for Rehabilitation and Research, 1969.

Final report of a project conducted to provide vocational exploration and evaluation for dependent handicapped individuals by using work stations in business establishments in the community. Work stations were in the unskilled, semi-skilled, skilled, clerical, service, and sheltered workshop areas. A complete listing of the work stations provided by the business is included in the publication. Also included are results and methods of the study and follow-up information. (Research and Demonstration Grant 1940-G)

336 University of Pittsburgh, Research and Training Center in Vocational Rehabilitation, Rehabilitation counselor training programs and the vocational assessment process. Pittsburgh: Author, 1969.

A study designed to survey the extent of training and experience provided by rehabilitation counselor training programs for the preparation of vocational evaluators.

337 University of Pittsburgh, Research and Training Center in Vocational Rehabilitation, State of the art in vocational evaluation: Report of a national survey. Pittsburgh: Author, 1969.

The results of a study designed to provide information on selected characteristics of vocational evaluation programs, their staff and the services they provide, and some characteristics of the facilities that provide vocational evaluation services. Included are sections on: history of the vocational assessment process; psychological assessment, its assets and limitations; job analysis assessment with assets and limitations; job sample assessment with assets and limitations; situational assessment, assets and limitations; and job tryout with assets and limitations. Included as findings are: some of the characteristics of rehabilitation facilities that provide vocational evaluation services; characteristics of the vocational evaluation staff and the vocational evaluation program; and characteristics of the vocational evaluation services provided.

338 University of South Dakota, Department of Psychology, The predictive assessment of the adult retarded for social and vocational adjustment: Part II, analysis of literature. Vermillion, South Dakota: Author, 1969.

A detailed analysis of the literature on research dealing with predictive assessment, both social and vocational, of adult retardates, and the application of the research findings. Contains sections on the problems of prediction and also results of follow-up studies of retarded clients who had received rehabilitation services. Summary and conclusions. (Research and Demonstration Grant 1624) (See also University of South Dakota, 1966)

339 Barad, C., Improvised tasks. Vocational Evaluation and Work Adjustment Bulletin, 1970, 3(3), 15-18.

Discusses need for vocational evaluators to be open to and creative in approaches to evaluation. Cites examples of improvised work samples developed to fill particular evaluation needs, utilizing Dictionary of Occupational Titles job descriptions. Contains supportive statements for use of improvised work sample tasks where usual standardized test batteries and work samples are inappropriate or non-existent.

340 Burkes, B., While we wait. Vocational Evaluation and Work Adjustment Bulletin, 1970, 3(3), 4.

Discussion of the need to begin vocational evaluation programs even though tools, supplies, and physical facilities may not be available. States good vocational evaluations are not the result of such things as supplies and equipment but are the accomplishments of people.

341 Couch, R., & Brabham, R., Evaluation staff conference. Vocational Evaluation and Work Adjustment Bulletin, 1970, 3(3), 11-14.

A model for evaluation staff conferences. Includes information on problem solving via discussion, preparation for the staff conference, and the initial evaluation staff conference.

342 Eubanks, D., The Fresno experience. Vocational Evaluation and Work Adjustment Bulletin, 1970, 3(3), 5-9.

Describes the Fresno Work Evaluation Project which provides a comprehensive work evaluation for culturally disadvantaged and hard core unemployed clients of the Manpower Development and Training Agencies located in the Fresno area.

343 Krantz, G., Never not feasible. Vocational Evaluation and Work Adjustment Bulletin, 1970, 3(3), 18-19.

Discusses necessity for an evaluator to take a positive course of action on all cases. Stresses need to pass on data collected about client to others so as to broaden knowledge of the client and to aid in the search for an optimum outcome for each client. Includes a vocational service flow chart for severely disabled and marginal rehabilitation clients to help find optimum outcomes in different occupational slots.

344 Steiner, W., Assessment methods. Vocational Evaluation and Work Adjustment Bulletin, 1970, 3(3), 3.

Discusses methods of assessing client abilities. Defined are: mental testing, job analysis, work sampling, the situational approach, job tryout in a vocational training shop, and on-the-job placement evaluation.

345 Bitter, J., & Bolanovich, D., WARF: A scale for measuring job-readiness behaviors. American Journal of Mental Deficiency, 1970, 74, 616-621.

Describes the WARF (Work Adjustment Rating Form) developed at the St. Louis Jewish Employment and Vocational Service. The scale, designed to measure job readiness behaviors of the mentally retarded, is divided into eight scales: amount of supervision required, realism of job goals, teamwork, acceptance of rules/authority, work tolerance, perserverance, extent to which client seeks assistance, and importance attached to job training. Includes discussion of criteria essential for inclusion in a job readiness scale. Statistics show the correlation of WARF ratings with job adjustment and the reliability of WARF ratings.

346 Bolton, B., The revised scale of employability: An application of Taylor's rating scale construction technique. Experimental Publication System, 1970, 7, Manuscript No. 261-346.

Report on a revision of the Chicago Jewish Vocational Service Scale of Employability for Handicapped Persons. A method of constructing rating scales developed by J. B. Taylor was used in conjunction with previous research for revision of the Scale of Employability.

347 Pruitt, W. (Ed.), Readings in work evaluation - I. Menomonie, Wisconsin: Stout State University, Institute for Vocational Rehabilitation, 1970.

A book of readings in work evaluation including the following: Speiser (The Professional in Vocational Evaluation), Buddenhagen (Clinical Assessment, Human Ecology, and Social Responsiveness in Vocational Rehabilitation: The Psychologist's Dilemma), Krantz (Vocational Evaluation in the Public Schools), Cubelli (Vocational Evaluation with Mentally Ill Clients), McClarnon (Special Problems in Work Evaluation with the Public Offender), Walker (Special Problems in Vocational Evaluation of the Deaf), Handelsman and Wurtz (The Validity of Pre-Vocational Evaluation Prediction in the Community Workshop), Hansen (The Role of the Courtesy Counselor in a Work Evaluation Center), and Coffey (Report Writing in Vocational Evaluation).

348 Buddenhagen, R., Clinical assessment, human ecology, and social responsiveness in vocational rehabilitation: The psychologist's dilemma. In W. Pruitt (Ed.), Readings in work evaluation - I. Menomonie, Wisconsin: Stout State University, Institute for Vocational Rehabilitation, 1970.

Discusses the need for less psychological paper-and-pencil testing and more functional work analysis evaluation of handicapped and disadvantaged clients. Discusses need for a psychology of rehabilitation for purposes of designing, refining, and implementing techniques to insure future productivity of high risk candidates.

349 Coffey, D., Report writing in vocational evaluation. In W. Pruitt (Ed.), Readings in work evaluation - I. Menomonie, Wisconsin: Stout State University, Institute for Vocational Rehabilitation, 1970.

Discusses the need for standardized vocational evaluation report writing and elaborates on points essential for writing satisfactory vocational evaluation reports.

350 Cubelli, G., Vocational evaluation with mentally ill clients. In W. Pruitt (Ed.), Readings in work evaluation - I. Menomonie, Wisconsin: Stout State University, Institute for Vocational Rehabilitation, 1970.

Discusses vocational evaluation of the mentally ill, and emphasizes that attention be given to subjective social and psychological forces which constitute the disorder. Stresses how critical the attitudes of rehabilitation workers become in the evaluation of mentally ill clients.

351 Handelsman, R., & Wurtz, R., The validity of pre-vocational evaluation predictions in the community workshop. Journal of Applied Rehabilitation Counseling, 1971, 2(1), 16-21. Also appears in W. Pruitt (Ed.), Readings in work evaluation - I. Menomonie, Wisconsin: Stout State University, Institute for Vocational Rehabilitation, 1970.

A report on the validity of a work sample program. Describes a work sample program and gives results of satisfactory vocational adjustment of clients following work sample evaluation.

352 Hansen, C., The role of the courtesy counselor in a work evaluation center. In W. Pruitt (Ed.), Readings in work evaluation - I. Menomonie, Wisconsin: Stout State University, Institute for Vocational Rehabilitation, 1970.

Defines courtesy counselor as someone to meet and solve problems between rehabilitation counselor and work evaluator. States qualifications of a couresty counselor and the benefits of such a person on a staff.

353 McClarnon, K., Special problems in work evaluation with the public offender. In W. Pruitt (Ed.), Readings in work evaluation - I. Menomonie, Wisconsin: Stout State University, Institute for Vocational Rehabilitation, 1970.

Discusses problems of vocational evaluation with public offender clients. Problems elaborated on are client's perceptions, work evaluation facilities, attitudes of counselor and vocational agent, and problems generated by correctional institutions and personnel. Presents recommendations for future work with public offender clients.

354 Speiser, A., The professional in vocational evaluation. In W. Pruitt (Ed.), Readings in work evaluation - I. Menomonie, Wisconsin: Stout State University, Institute for Vocational Rehabilitation, 1970.

A review of factors of environment, goals, concepts, techniques, and personal characteristics of vocational evaluators and vocational evaluation. Discusses the variety of functions a person may perform in the role of vocational evaluator.

355 Walker, R., Special problems in vocational evaluation of the deaf. In W. Pruitt (Ed.), Readings in work evaluation - I. Menomonie, Wisconsin: Stout State University, Institute for Vocational Rehabilitation, 1970.

Discusses problems and techniques in vocational evaluation of the deaf. Cites previous research done in evaluation of the deaf. Factors of personal and social adjustment and communicative skills and how they can effectively be evaluated are discussed. Discusses need of evaluator to make total appraisal of all background factors including interpersonal relationships and communicative skills in order to predict how the deaf individual will perform.

356 Krantz, G., Vocational evaluation in the public schools. In W. Pruitt (Ed.), Readings in work evaluation - I. Menomonie, Wisconsin: Stout State University, Institute for Vocational Rehabilitation, 1970.

Discusses use of vocational evaluation in public schools and extent to which vocational evaluation as a technology can contribute to an educational diagnosis. Discusses relationship between vocational evaluation, vocational eduction, and special education. Uses state of Minnesota as a sample state for report of vocational evaluation of specific programs. Describes seven major rehabilitation programs in Minnesota which differ from each other in administrative structure, technological sophistication, case flow and clientele, linkage to other community resources, and theoretical foundation. Cites future research issues for the field.

357 Church, R., Staff recruitment, training and development associated with the delivery of vocational evaluation and work adjustment services: The Rehabilitation Services Administration. In R. Pacinelli (Ed.), Vocational evaluation and work adjustment services in manpower, social welfare and rehabilitation programs. Washington, D.C.: International Association of Rehabilitation Facilities, 1970.

A review of the history and growth of the Rehabilitation Services Administration's (RSA) system of providing personnel training programs for vocational evaluation and work adjustment. Included is a summary of each of the major training projects that have been funded by RSA Division of Training.

358 Davis, J., Research and demonstration projects and innovative approaches pertaining to vocational evaluation and work adjustment services in manpower programs. In R. Pacinelli (Ed.), *Vocational evaluation and work adjustment services in manpower, social welfare and rehabilitation programs*. Washington, D.C.: International Association of Rehabilitation Facilities, 1970.

Describes a series of studies, funded under the Economic Opportunity Act (1964), that were researched for the Manpower program. The studies included: The Educational Testing Service study to develop tests to accurately assess the abilities of the disadvantaged; the Arizona State University study to develop group counseling methods for use by the Neighborhood Youth Corps Program (NYC); the George Washington University project to develop an instrument for measuring work attitudes; the Pennsylvania State University project to measure job readiness by substantiating with psychological tests previously noted work attitudes.

359 Fenton, J., Staff recruitment, training, and development associated with the delivery of vocational evaluation and work adjustment services: RSA. In R. Pacinelli (Ed.), *Vocational evaluation and work adjustment services in manpower, social welfare and rehabilitation programs*. Washington, D.C.: International Association of Rehabilitation Facilities, 1970.

A description of the Research and Training Centers sponsored by Social and Rehabilitation Services. Outlines R&T core areas and notes some of the research being carried on.

360 Gellman, W., Research and demonstration projects and innovative approaches pertaining to vocational evaluation and work adjustment services in rehabilitation programs. In R. Pacinelli (Ed.), *Vocational evaluation and work adjustment services in manpower, social welfare and rehabilitation programs*. Washington, D.C.: International Association of Rehabilitation Facilities, 1970, 89-101.

Discusses the change and innovation that has taken place in work adjustment and work evaluation in the last decade. The discussion includes four areas: the changing aspects of four theoretical propositions of the empirical theory of work adjustment; the methodological change in work adjustment and evaluation; the technical change in work adjustment and evaluation; and the change of target population in work adjustment and evaluation.

361 Hoffman, P., Where do we go from here? In R. Pacinelli (Ed.), *Vocational evaluation and work adjustment services in manpower, social welfare and rehabilitation programs*. Washington, D.C.: International Association of Rehabilitation Facilities, 1970, 5-17.

Need for processing (vocational evaluation) for those handicapped and disadvantaged members of the society not adequately evaluated by traditional methods such as testing, counseling and schooling. Defines work evaluation and work adjustment and gives examples of the effectiveness of these methods.

362 Hunt, J., Social welfare programs and vocational evaluation and work adjustment services. In R. Pacinelli (Ed.), *Vocational evaluation and work adjustment services in manpower, social welfare and rehabilitation programs*. Washington, D.C.: International Association of Rehabilitation Facilities, 1970, 29-36.

Discussion of identification of target groups, the employment potentials of welfare recipients, responsibility of the welfare agency in providing services to clients for self-support, and principles in program and individual planning. Reference to provision of evaluation and work adjustment services for public welfare clients.

363 Lovell, M., Vocational evaluation and work adjustment services in manpower programs. In R. Pacinelli (Ed.), *Vocational evaluation and work adjustment services in manpower, social welfare and rehabilitation programs*. Washington, D.C.: International Association of Rehabilitation Facilities, 1970.

Describes evaluation methods utilized by the Department of Labor in manpower programs, such as Work Incentive (WIN), Concentrated Employment Program (CEP), and Human Resource Department (HRD). Discusses orientation sessions which are combinations of work evaluation, classwork, group discussions, and work adjustment. Aptitude and achievement tests, including work samples, now used by the Department of Labor to evaluate clients are also discussed.

364 Newman, E., Human evaluation: The necessary ingredient. In R. Pacinelli (Ed.), *Vocational evaluation and work adjustment services in manpower, social welfare and rehabilitation programs*. Washington, D.C.: International Association of Rehabilitation Facilities, 1970, 39-46.

History of vocational evaluation, discussion of evaluation techniques, need for evaluation service for the disadvantaged, and future of Section 15 type activities (rehabilitation services for the disadvantaged).

365 Truelson, A., Research and demonstration projects and innovative approaches pertaining to vocational evaluation and work adjustment services in social welfare programs. In R. Pacinelli (Ed.), *Vocational evaluation and work adjustment services in manpower, social welfare and rehabilitation programs*. Washington, D.C.: International Association of Rehabilitation Facilities, 1970, 77-86.

Description of the use of public assistance demonstration grants under Section 1115 of the Social Security Act that provides for vocational evaluation and work adjustment services for public assistance clients. Included are descriptions of some of the pertinent projects financed under Section 1115.

366 Whitten, E., NRA views vocational evaluation and work adjustment services. In R. Pacinelli (Ed.), *Vocational evaluation and work adjustment services in manpower, social welfare and rehabilitation programs*. Washington, D.C.: International Association of Rehabilitation Facilities, 1970.

Discussion of the development of Section 15 of the Vocational Rehabilitation Act which deals with the provision of evaluation and work adjustment services.

367 Clemons, R., A mobile work laboratory: II. Vocational Evaluation and Work Adjustment Bulletin, 1970, 3(1), 11-13.

Describes a mobile work laboratory (evaluation laboratory) and how it is used to evaluate students in local school systems. Includes floor plans and layout of evaluation area.

368 Hardy, R., Use of background information. Vocational Evaluation and Work Adjustment Bulletin, 1970, 3(1), 3-4.

Stresses the importance of using available background information on clients in order to better understand their vocational problems. Lists possible community information sources.

369 Pruitt, W., Functional-level classification system. Vocational Evaluation and Work Adjustment Bulletin, 1970, 3(1), 5-7.

Describes a classification system which allows for the conceptualization of disability and handicap within the same dimension. Redefines handicap and disability so as to be more relevant to the type of clientele now being served through rehabilitation agencies.

370 Spergel, P., Assessment of the disadvantaged. Vocational Evaluation and Work Adjustment Bulletin, 1970, 3(1), 8-10.

A discussion of the problems of the disadvantaged and the difficulties in evaluating this population. Points out advantages and disadvantages of psychological tests and advantages of work samples (specifically Philadelphia Jewish Vocational Service Work Sample Battery).

371 Stout, J., Proposed code of ethics. Vocational Evaluation and Work Adjustment Bulletin, 1970, 3(1), 1-4.

A tentative code of ethics for vocational evaluation and work adjustment (VEWAA) members.

372 Campion, J., Work sampling for personnel selection. Experimental Publication System, 1970, 9, Manuscript No. 310-12.

Supports use of work samples for personnel selection and prediction of future work behavior. Discusses the advantages of work samples over traditional methods (psychological testing) and development of work samples.

374 Coffey, D., & Hoffman, P., Developing "actual" work samples. Informational Bulletin, Institute for Vocational Rehabilitation, Stout State University, 1970, 2(1).

Defines "actual" work samples and procedures for development of such work samples.

375 Czerwionka, J., & Birch, J. (Eds.), Abstracts of articles on assessment and the socially handicapped. Pittsburgh: University of Pittsburgh, 1970, 1(2).

A volume of abstracts from professional literature from 1963 to 1970 on assessment and the socially handicapped. Includes a key term index in the abstracts to refer readers to specific articles.

376 Czerwionka, J., & Birch, J. (Eds.), Abstracts of articles on assessment and the socially handicapped. Pittsburgh: University of Pittsburgh, 1970, 1(3).

A volume of abstracts from professional literature from 1963 to 1970 on assessment and the socially handicapped. Includes a key term index in the abstracts to refer readers to articles.

377 Distefano, M., Jr., & Pryer, M., Vocational evaluation and successful placement of psychiatric clients in a vocational rehabilitation program. The American Journal of Occupational Therapy, 1970, 24(3), 1-3.

A report of a study of the relationship between psychiatric clients' rated performance in a vocational evaluation program and successful job placement. Contains evaluation validity results.

378 Dumas, N., & Muthard, J. (Eds.), Rehabilitation research and demonstration projects 1955 - 1970. Regional Rehabilitation Research Institute, Gainesville, Florida: University of Florida, 1970.

An index to final reports of over 5,000 Rehabilitation Research and Demonstration Projects (R&D) for the years 1955 - 1970. Index includes author and bibliography sections, alphabetical guide to grantees, and directions for acquisition of single copies of the publication. Includes a number of reports relevant to evaluation, adjustment, and training.

379 Dunn, D., Norming of work samples. Informational Bulletin, Institute for Vocational Rehabilitation, Stout State University, 1970, 2(2).

Contains a five-step procedure for securing norms on work samples and recommendations for updating norms.

380 Ehrle, R., Vocational maturity, vocational evaluation, and occupational information. Vocational Guidance Quarterly, 1970, 19(1), 41-45.

Discusses the need for students to have the opportunity to experience work, and in turn for potential employers to evaluate the student for job proficiency. Occupational information as a basis for later vocational decision making stressed.

381 Experimental Manpower Laboratory, Mobilization for Youth, Inc., Instructional manual for (A) training of vocational evaluators, and (B) developing predictively valid work samples. In The Experimental Manpower Laboratory's experimental and demonstration activities December 16, 1968, to December 15, 1970: The development and evaluation of innovative programmatic strategies for enhancing the meaningfulness, gainfulness and stability of employment for the hardcore disadvantaged. New York: Author, 1970, 141-152.

Describes a proposal to the Manpower Administration for the development of an instructional manual for establishing a work sample-based vocational evaluation facility including the training of vocational evaluators and methods for developing predictively valid work samples that reflect vocational potential for various occupations.

382 Experimental Manpower Laboratory, Mobilization for Youth, Inc., The work sample: Reality-based assessment of vocational potential. New York: Author, 1970.

A manual covering three areas: (A) development of work samples including suitability for job areas for sampling, types and methodology of work samples, job analysis and work sample design; (B) establishment and operation of the vocational evaluation unit including layout, lighting, safety, administration-staff-client ratios; (C) selection, training, and supervision of vocational evaluators including work sample mastery, working with clients, report writing, non-evaluative functions, and video tape applications. (Manpower Administration Contract 82-34-69-21)

383 Fischer, C., The testee as co-evaluator. Journal of Counseling Psychology, 1970, 17(1), 70-76.

Recommends that the tester and the client discuss the testing situation, that the tester share his test impressions of the client with the client, that the tester write the test report in everyday readable language, allow the client to read and critique the final report, and give the client the opportunity to designate who should receive the report. Following these recommendations allows for the client to have a better understanding of himself and a deeper feeling of his own involvement in his rehabilitation process.

384 Gelfand, B., Work evaluation tests as psychometric indices in low income clients. Archives of Physical Medicine and Rehabilitation, 1970, 51(1), 55-60.

Describes how psychological tests have shown to be invalid when used with persons in the lower socio-economic classes and why the situational work evaluation technique provides a better method. The article includes detailed explanations of the elements of work evaluation and the basic criteria represented by the situational test (work sample) method of evaluation.

385 Genskow, J., Vocational evaluation and client responsibility. Journal of Rehabilitation, 1970, 36(3), 16-18.

A description of the Illinois Decatur Evaluation Center evaluation program. Discusses a client centered approach to evaluation which places the primary responsibility on the client for determining his own potentials and interests.

386 Goldstein, H., The reliability and predictive validity of an on-the-job evaluator's rating system. Paper presented at National Rehabilitation Association Conference, San Diego, 1970.

Discusses contents, reliability, and predictive values of a set of ratings on ten scales covering forty variables developed at the Delgado College Rehabilitation Center, New Orleans, Louisiana, for use in on-the-job work evaluations. Describes merits and development of the scales. Includes sample of the scales and discusses limitations involved in the scale application. Findings of study are included.

387 Gwilliam, R., A taxonomy of goals and expectations for a work evaluation service. Unpublished manuscript, Utah State Office of Rehabilitation Services, 1970.

Discussion of a study conducted by the Rehabilitation Work Evaluation Work Adjustment Service operated by the Utah State Office of Rehabilitation Services to assess the effectiveness of their work evaluation service. The results include a model of the project and an outline of necessary goals and expectations for evaluation from the viewpoint of the administrator, evaluator, and counselor.

388 Hiten, H., Viewpoints on vocational evaluation. Talladega, Alabama: Special Technical Facility of the Department of Adult Blind and Deaf, 1970.

A general discussion of work evaluation including a description of an evaluation unit; the role of the evaluator; the use of standardized tests, simulated work, and on-the-job tests in evaluation; the initial evaluation and work adjustment; extended evaluation; staffing of an evaluation unit; and a list and description of tests, job samples, and work activities for use in both initial and extended evaluation. Includes poetry on work evaluation and work evaluators.

389 Hoffman, P., Clawson work sample test for measuring manual dexterity of the blind. Informational Bulletin, Institute for Vocational Rehabilitation, Stout State University, 1970, 2(5).

Describes the Clawson Work Sample Test for measuring manual dexterity of the blind.

390 Hoffman, P., Problems of evaluating the visually impaired. Informational Bulletin, Institute for Vocational Rehabilitation, Stout State University, 1970, 2(4).

Discussion of special problems in work evaluation with the visually impaired.

391 Holbert, W., A comparison of the effectiveness of clinical judgment with objective evaluation in prognosing rehabilitation outcome or - get off the fence! Paper presented to National Rehabilitation Association, San Diego, September 29, 1970.

Description of the Atlanta Employment Evaluation and Service Center evaluation program. Compares clinical to evaluator's prognoses on rehabilitation outcomes.

392 Human Resources Center, INA Menu Institute, Skill analysis as a technique for predicting vocational success of the mentally retarded. Rehabilitation Series 2, Albertson, New York: Author, 1970.

Describes a study to develop a Skill Analysis Test Battery to predict vocational success for educable mentally retarded high school students in the areas of clerical/banking and industrial/electronic assembly. Includes intercorrelations between skill tests and criterion. (Research and Development Grant 2599)

393 Hyde, R., Constructing meaningful rating scales. Louisiana Vocational Evaluation and Work Adjustment Association News, 1970, 1(1), 4-5.

A discussion of the procedure used for constructing a rating scale including main points that should be considered in the basic parts. Discusses advantages of a comprehensive rating scale.

394 International Labour Office, Vocational assessment and work conditioning, 11-16; Vocational training and retraining, 21-25. Basic principles of vocational rehabilitation of the disabled. Geneva, Switzerland: Author, 1970.

An outline of procedures for developing work evaluation, adjustment, and training services in a workshop. Includes a section on the team approach to assessment.

395 International Labour Office, Vocational assessment and work preparation centres for the disabled. Geneva, Switzerland: Author, 1970.

An outline of procedures for establishing a vocational evaluation and work adjustment center. The publication includes: objectives of a center; cooperation with other services; admission of different disability groups; locating, planning, and equipping the center; budgeting and financing the center; staffing requirements; team work with staff; workshop organization; type of work to be provided; procurement; client selection; source of clients, case conference procedure; and client needs for vocational training.

396 Jackson, D. (Ed.), Research 1970: An annotated list of research and demonstration grants. Washington, D.C.: U.S. Department of Health, Education, and Welfare, Social and Rehabilitation Service, Office of Research, Demonstrations, and Training, 1970.

An annotated list of Research and Demonstration Grants (R&D) sponsored by Social and Rehabilitation Service, U.S. Department of Health, Education, and Welfare for the years 1955 - 1969. Covers Demonstration Projects, Cooperative Research, Rehabilitation Research and Demonstration Projects, and Research and Training Centers. Includes section on evaluation and prediction.

397 Jewish Employment and Vocational Service, Manual for use of JEVS work sample program. Philadelphia: Author, 1970.

A manual developed for use with the work sample battery developed at Jewish Employment and Vocational Service (JEVS). Includes the following: the theory, utilization and definition of work samples; client orientation to the JEVS evaluation program; guidelines for the general administration of work samples; administration instructions for the JEVS work samples which include - nut, bolt, and washer assembly, rubber stamping, washer threading, sign making, tile sorting, nut packaging, collating leather samples, grommet assembly, coupling (union) assembly, belt assembly, ladder assembly, metal square fabrication (soldering), hardware assembly, telephone assembly, large lock assembly, filing by numbers, proof reading, filing by three letters, nail and screw sorting, adding machine, payroll computation, computing postage, typing, resistor reading, pipe assembly, blouse making, vest making, condensing principle drawing; observation of clients interpretation of work sample results; client feedback interview; example of work sample evaluation form; using work sample information in counseling with the culturally different; roles and functions of the evaluation staff, procedure for development of new work samples; facility rules for clients; structure for group motivation sessions; recommended layout for work evaluation area. (Manpower Administration Contract 82-40-67-40)

398 Krantz, G., Employability: Its nature, measurement, and prediction. Paper presented at conference of the National Rehabilitation Association, San Diego, California, September 29, 1970.

A discussion of general propositions about employability and how the evaluator should use them. Three areas are stressed: logical consistency in the structuring of help for a client, eclecticism in the ability to deal with a problem in the best theoretical framework, and examination of utility of the method being used.

399 Malkani, H., Vocational evaluation: A step in rehabilitation programmers. The Journal of Rehabilitation in Asia, 1970, 11(4), 27-28.

Emphasizes necessity of vocational evaluation in rehabilitation programs. Discusses advantages and disadvantages of work samples and the need for psychological testing as part of the overall program.

400 Merachnik, D., Assessing work potential of the handicapped in public school. Vocational Guidance Quarterly, 1970, 18, 225-229.

Discusses the special concerns that must be realized in order to objectively evaluate the vocational potential of the handicapped child in public school. The article includes discussion of methods of diagnosis and testing, the consideration of parental attitudes, labor market, and proper placement procedures.

401 Nadolsky, J., Evaluation's relation to adjustment. *Vocational Evaluation and Work Adjustment Bulletin*, 1970, *3*(2), 2-6.

Defines basic differences between vocational evaluation services and adjustment services; i.e., physical and medical adjustment, social adjustment, psychological or behavioral adjustment, vocational or work adjustment, educational adjustment, and economic adjustment. Discusses problems confronting the fields of vocational evaluation and adjustment.

402 Stone, T., Sources of evaluator bias in performance appraisal. *Experimental Publication System*, 1970, *8*, Manuscript No. 290-312.

A discussion and description of the performance appraisal process. Discusses sources and types of bias an individual may have in the evaluation process.

403 Stroud, R., *Work measurement in rehabilitation workshops*. Production-Management Publication Technical Series, Monograph 1, College Park, Maryland: Regional Rehabilitation Research Institute, University of Maryland, 1970.

A discussion of work measurement (output or production). Included are methods of expressing production results, methods of setting production standards, and applications for work measurement. Also discusses work measurement in rehabilitation as an evaluation tool and a placement tool.

404 Stroud, R., *Work measurement in rehabilitation workshops: Time study and predetermined motion time systems*. Production-Management Publication Technical Series, Monograph 2, College Park, Maryland: Regional Rehabilitation Research Institute, University of Maryland, 1970.

Describes the techniques and procedures for the use of time study and predetermined motion time systems. The methods for the use of the time systems in the rehabilitation workshop are given. Various principles of methods engineering and motion economy are also presented.

405 Townsend, O., A vocational rehabilitation setting and the black client - as seen by a black evaluator. In L. Miller (Ed.), *Rehabilitation facilities as resources for rehabilitation counselors*. Iowa City, Iowa: University of Iowa, 1970, 163-166.

Discusses problems evaluators may have when evaluating black clients and provides suggestions and approaches to overcome the problems. Describes attitudes of black clients and how those attitudes develop as a result of cultural background.

406 University of Iowa, The TOWER system - an application of the work sample. In L. Miller (Ed.), *Rehabilitation facilities as resources for rehabilitation counselors*. Iowa City, Iowa: University of Iowa, 1970, 167-171.

Description of the TOWER evaluation system developed at the Institute for the Crippled and Disabled, New York. Presents the vocational range covered by the work samples and administration procedures. Also discusses a separate evaluation system designed specifically for evaluation of the cerebral palsied.

407 University of Minnesota, Department of Psychology, *Assessing the work personalities of mentally retarded adults*. final report. Minneapolis: Author, 1970.

A final R&D report of a series of studies conducted to modify the General Aptitude Test Battery (GATB), and the Minnesota Importance Questionnaire (MIQ) for assessing the work personalities of mentally retarded adults. (Research and Development 2568-P)

408 Van Horne, M., Home economics fieldwork in vocational evaluation. *Vocational Evaluation and Work Adjustment Bulletin*, 1970, *3*(2), 7-8.

Describes an experimental program conducted at the University of Iowa in which home economics majors are trained in evaluation techniques at the Oakdale Vocational Rehabilitation Center.

409 Wesolek, J., Consideration of human factors in work design. *Informational Bulletin*, Institute for Vocational Rehabilitation, Stout State University, 1970, *2*(3).

Describes principles relative to the work place, principles of motion economy, and principles relative to the design of tools and equipment as they relate to work sample development.

411 Ayllon, T., & Azrin, N., *The token economy: A motivational system for therapy and rehabilitation*. New York: Appleton-Century-Crofts, 1968.

A book designed for practitioners with little or no formal background in psychology and behavior modification techniques and theory. Describes an investigation which took place in a mental health hospital to develop a rehabilitating and therapeutic atmosphere based upon reinforcement theory. Chapters include general procedure followed, selection and definition of behavior, discovering reinforcers, maximizing the effectiveness of the reinforcer, assuring the response-reinforcement relation, developing a response, evaluation of the overall reinforcement procedure, and administrative and therapeutic considerations.

412 Bandura, A., Behavior modification through modeling procedures. In L. Krasner & L. Ullmann (Eds.), *Research in behavior modification*. New York: Holt, Rinehart & Winston, 1965.

A discussion of modeling in therapy for achieving behavior modification. Describes an experiment conducted with two groups of children to test the validity of modeling as opposed to operant conditioning. Study covered self-rewarding responses and delay of gratification patterns, the status-envy theory of identification, and pointed the way to further study to test influence of nuclear-family as models.

413 Krasner, L., & Ullmann, L. (Eds.), Research in behavior modification. New York: Holt, Rinehart & Winston, 1965.

The writers of this collection are behavioral scientists investigating changes of human behavior. Varying approaches and viewpoints to the subject are presented, but all are concerned with social reinforcement of behavior patterns. Included are: Ferster (Classification of Behavioral Pathology); Staats (A Case in and a Strategy for the Extension of Learning Principles to Problems of Human Behavior); Bijou (Experimental Studies of Child Behavior, Normal and Deviant); Salzinger, et al. (Operant Conditioning of Verbal Behavior of Two Young Speech-Deficient Boys); Goldiamond (Stuttering and Fluency as Manipulatable Operant Response Classes); Patterson (Responsiveness to Social Stimuli); Matarazzo, Wiens, & Saslow (Studies of Interview Speech Behavior); Krasner (Verbal Conditioning and Psychotherapy); Sarason (The Human Reinforcer in Verbal Behavior Research); Kanfer (Vicarious Human Reinforcements: A Glimpse into the Black Box); Hastorf (The "Reinforcement" of Individual Actions in a Group Situation); Saslow (A Case History of Attempted Behavior Manipulation in a Psychiatric Ward); Colby (Things to Come: Designing Neurotic Computers); Bandura (Behavioral Modification Through Modeling Procedures); and Sarbin (Hypnosis as a Behavior Modification Technique).

414 Bandura, A., Principles of behavior modification. New York: Holt, Rinehart & Winston, 1969.

Reviews recent theoretical and experimental advances in the field of social learning. Contents include discussion of modeling, positive and aversive control, extinction, and desensitization.

415 Bass, R., A proposal for the use of group counseling in vocational adjustment. Journal of Rehabilitation, 1969, 35(1), 25-28.

A proposal for the integration of group counseling techniques to provide for the vocational adjustment of the disabled and the disadvantaged. Includes discussion on the setting, selection, size of group, method of preparation, purpose of a group composition in order to achieve group and individual goals, theoretical rationale of group methods, administrative problems and relationships amongst group members, and some criteria for evaluating effectiveness of the program.

416 Betz, E., et al., Seven years of research on work adjustment. Minnesota Studies in Vocational Rehabilitation, Monograph XX, Minneapolis: University of Minnesota, Industrial Relations Center, 1966.

A summary of the first seven years of the work adjustment project of the University of Minnesota. Discusses theory, concept and applications of work adjustment as defined by the project. Also includes summaries of monographs I through XIX of the Minnesota Studies.

417 Bitter, J., Work experience center: Habilitation of the retarded. St. Louis: Jewish Employment and Vocational Service, 1967.

Final report of a VRA project in which three institutions participated: Special School District of St. Louis County, Missouri; Missouri State Division of Vocational Rehabilitation; and St. Louis Jewish Employment and Vocational Service (JEVS). The project objectives were to demonstrate a method of cooperative habilitation services between agencies; to organize guidelines for the facility; and to secure gainful employment for retardates. The five part program, geared to the purpose of employment, covered the areas of general evaluation and adjustment, job-site evaluation and vocational adjustment, specific job preparation and/or occupational training, job placement and try-out, and employment and follow-up. Implications for rehabilitation personnel are listed and discussed. (Research and Demonstration Grant 1525)

418 Bitter, J., Toward a concept of job readiness. Rehabilitation Literature, 1969, 29(7), 201-203.

An attempt to provide a frame of reference for determining an individual's "job readiness." (Defined as the attainment of performance patterns that will conform to those required by a work environment.) Three variables are considered in the attainment of "job readiness": personal, job skill factors, and the work environment.

419 Bitter, J., & Bolanovich, D., Development of vocational competence in the moderately retarded. Mental Retardation, 1966, 4(6), 9-12.

Describes a program within the St. Louis Jewish Employment and Vocational Service designed to habilitate moderately or trainable mentally retarded in two primary areas, specific job skills and general work adjustment. Use of audio visual techniques to enhance work adjustment and teach job skills is also discussed. Gradual transition from sheltered workshop to employment stressed (job-sites). A five-phase evaluation, work adjustment and training program is outlined. (Research and Demonstration Grant 1525.03)

420 Bitter, J., & Bolanovich, D., The habilitation workshop in a comprehensive philosophy for vocational adjustment training. Rehabilitation Literature, 1966, 27(11), 330-332.

Defines three types of workshops, the terminal, the transitional, and the clinically oriented. Discusses the Work Experience Center approach of St. Louis JEVS and how it utilizes a variety of resources in the habilitation and rehabilitation process, including the "job site." (Research and Demonstration Grant 1525.04)

421 Black, B., Principles of industrial therapy for the mentally ill. New York: Grune & Stratton, 1970.

Examines concepts underlying industrial therapy and the structure and organization of various programs in existence throughout the world including history of industrial therapy. Discussion of a satisfactory balance between therapy and production in the facility is presented.

422 Butterwick, J., The effect of video-counseling on the work productivity of sheltered workshop clients. Unpublished masters thesis, Mankato State College, Mankato, Minnesota, 1970.

A study to determine the effect of "videotape counseling" on the productivity level of mentally retarded sheltered workshop clients. Study also attempted to determine changes, if any, in personal-social behavior as a result of clients seeing themselves on videotape. The gathering of data relative to the work productivity levels and work personality characteristics was accomplished by the administration of a bolt, nut, washer work sample, and a Work-Personality Rating Scale to the sixteen sheltered workshop clients prior to and after the study. Presents findings and conclusions of the study.

423 Button, W., & Hogan, G., An empirical perspective. *Journal of Rehabilitation*, 1971, *37*(4), 16-19.

Deals with the relationship of work response to social behavior and the influence upon both by environment. Research by authors was into development of operational procedures which measure behavior in a work environment. Comparisons are made between two groups of clients regarding production behavior, social contacts during work, and contact initiation and termination.

424 Campbell, J., & O'Toole, R., *Work Adjustment: A dynamic rehabilitation process*. Cleveland: Vocational Guidance and Rehabilitation Service, 1970.

A description of the work adjustment program, facility, staff, and clients at Vocational Guidance and Rehabilitation Service. Includes discussion of client entry into work adjustment, the process goals, techniques of work adjustment, client problems occurring during work adjustment, placement and follow-up procedures, and characteristics of a work adjustment counselor. Includes other topics such as improving client self-esteem, building work confidence, improving personal relationships between clients and staff, improving physical stamina, improving concentration, improving dress and grooming, and evaluation of the work adjustment project. Case studies included.

425 Pacinelli, R. (Ed), *Vocational evaluation and work adjustment services in manpower, social welfare, and rehabilitation programs*. Washington, D.C.: International Association of Rehabilitation Facilities, 1970.

Publication contains the papers prepared for the National Invitational Conference on Vocational Evaluation and Work Adjustment, June 1970. Presentations by Hoffman (Where Do We Go From Here?); Lovell (Vocational Evaluation and Work Adjustment Services in Manpower Programs); Hunt (Social Welfare Programs and Vocational Evaluation and Work Adjustment Services); Newman (Human Evaluation: The Necessary Ingredient); Whitten (NRA Views Vocational Evaluation and Work Adjustment Services); Davis (Research and Demonstration Projects in Manpower Programs); Truelson (Research and Demonstration Projects in Social Welfare Programs); Gellman (Research and Demonstration Projects in Rehabilitation Programs); Church (The Rehabilitation Services Administration); and Fenton (The Social and Rehabilitation Service, Research and Training Centers). Reports of discussion groups included.

426 Dawis, R., Lofquist, L., & Weiss, D., *A theory of work adjustment (a revision)*. Minnesota Studies in Vocational Rehabilitation, Monograph XXIII, Minneapolis: University of Minnesota, Industrial Relations Center, 1968.

A definition and explanation of the Theory of Work Adjustment developed as part of the Minnesota Studies. Defines work adjustment as the degree of correspondence in terms of the individual fulfilling the requirements of the work environment and the work environment fulfilling the requirements of the individual. (A revision of the 1964 Theory of Work Adjustment.)

428 Ehrle, R., "Work" as an alternative to "words" in the behavior change of rehabilitation clients. In R. Ehrle & R. Lawrence, *Functional disability rehabilitation services, and employability*. Hyattsville, Maryland: Robert Martin & Associates, Inc., 1968. Also appears as: *An alternative to "words" in the behavior modification of disadvantaged youth*. *Vocational Guidance Quarterly*, 1968, *17*(1), 41-46.

Describes seven methods of behavior change: identification, teaching-learning, individual counseling, group counseling, operant conditioning, mystical experience, and experiencing play-work; and discusses each in relation to work behavior modification. Divides the methods into two categories, verbal and action, and emphasizes the use of the action category (work) and its advantages over the methods of the verbal category.

430 Dawis, R., A theory of work adjustment. In R. Pacinelli (Ed.), *Research utilization in rehabilitation facilities*. Washington, D.C: International Association of Rehabilitation Facilities, 1971.

A review of the development of the Minnesota Studies Theory of Work Adjustment and its application to the rehabilitation process.

431 Gellman, W., Components of vocational adjustment. *Personnel and Guidance Journal*, 1953, *33*, 536-539.

Outlines the hypotheses upon which Chicago's Jewish Vocational Service is based. Discusses the program in action: vocational counseling and placement, employment counseling, guided work experience program, and work test center.

432 Gellman, W., Rehabilitation services in a workshop setting. *Journal of Rehabilitation*, 1965, *31*(1), 34-37.

Describes the operation of the Vocational Adjustment Center (VAC) of the Chicago Jewish Vocational Service. Emphasizes the use of trained counselors as workshop foremen. Covers the essential components of the vocational adjustment workshop and indicates steps for converting a terminal workshop to a transitional workshop and for converting a transitional workshop to a vocational adjustment workshop.

433 Gellman, W., Adapting the rehabilitation workshop to the needs of the disadvantaged. In W. Button (Ed.), Rehabilitation, sheltered workshops, and the disadvantaged: An exploration of manpower policy. Ithaca, New York: Cornell University, New York State School of Industrial and Labor Relations, 1970.

Discusses adapting the workshop to the disadvantaged individual through an analysis of work personality, work persona, influence of family and society on work personality, cultural compatibility of competencies, and stage of vocational development. The disadvantaged and disabled are grouped into 1) the nonadvantaged, having incomplete vocational development, a partially formed work personality, and culturally approved goals; 2) the vocationally retarded, with arrested vocational development, bifurcated work personality, and two sets of limited goals--those of the subculture and those of the dominant work culture; 3) the vocationally maladapted, with complete vocational development. Techniques described which serve the workshop are the work sample, observation and manipulation of work behavior, and structured work problems. Assessment and modification of work personality, as emphasized at the Chicago Jewish Vocational Service, are paramount in the three phases of the workshop: 1) in workshop, where work persona is developed; 2) transitional, for entering the labor market; 3) and the community phase, where occupational mobility is hopefully achieved.

434 Gellman, W., & Friedman, S., The workshop as a clinical rehabilitation tool. Rehabilitation Literature, 1965, 26(2), 34-38. Also appears in R. Sankovsky, G. Arthur, & J. Mann (Comps.), Vocational evaluation and work adjustment: A book of readings. Auburn, Alabama: Auburn University, Alabama Rehabilitation Media Service, 1969.

A review of the elements that have assisted in the shift from the terminal workshop through the transitional workshop and into the current psychologically oriented vocational adjustment workshop. Defines the current vocational adjustment workshop as one in which workshop programs contribute to the total vocational rehabilitation of the client. Describes briefly the operation of four types of programs in the vocational adjustment workshop which are: (1) acculturation program for the industrially inept; (2) vocational development program; (3) work identity program for those who have not worked steadily; (4) social learning program. Criteria for evaluation of a workshop as a professional tool are included.

435 Gellman, W., et al., Adjusting people to work. Jewish Vocational Service Monograph No. 1, 2nd ed., Chicago: Jewish Vocational service, 1957.

Presents a brief history of the development of JVS. The design of the Vocational Adjustment Center is described, as well as the physical setting in which an effort is made to simulate reality and provide for individual and group work. The Work Test Program, a diagnostic and screening device, is described as well as workshop procedures, intake procedures, the workshop setting, and the social function of the workshop. The chief method of evaluation is through observation of "vocational patterns," i.e., interpersonal relations, use of abilities, derivation of work satisfaction, adjustment to work pressures, and concept of self as a worker. A distinction is made between placement and employability. The role of the placement counselor is described and a field study of follow-ups is included. Implications for behavioral and attitudinal change and for a continuing concept of "the good worker" are pointed out; and hypotheses made in the areas of employability, placeability, and adjustability.

436 Goldin, G., Margolin, R., & Stotsky, B., Motivational factors in the rehabilitation facility. Rehabilitation Literature, 1968, 29(3), 66-72.

Report of an experiment to study motivational factors within a rehabilitation facility. Discusses interpersonal relationships between professional staff and clients and relationships among peers as motivating factors. Also discusses clutural background as it effects performance in various populations and the individual philosophy of the facility as it effects the performance of the clients.

437 Gorelick, M., Assessment of vocational realism of educable mentally retarded adolescents. American Journal of Mental Deficiency, 1968, 73, 154-157.

Report of a study of the development of vocational choice over a period of time in the same group of EMR adolescents. The level of vocational realism was assessed and the relationship between realism and success examined. The purpose of the study was for predicting post-employment success of EMR adolescents. Procedures and results of the study are described.

438 Hallenbeck, P., & Campbell, J., A conceptual framework for work adjustment training. Journal of Counseling Psychology, 1966, 13(4), 409-415.

Outlines a framework for work adjustment training based on experience at Vocational Guidance and Rehabilitation Service of Cleveland. The four phases of the program are termed "setting in," "learning," "growth," and "job readiness." Environmental factors and the intervention of work adjustment counselors are noted.

439 Helfand, A., Group counseling as an approach to the work problems of disadvantaged youth. Rehabilitation Counseling Bulletin, 1967, 11(2), 110-116.

Report of a pilot study using group counseling techniques to counteract "employment shock" among youth who were enrolled in a work program at the Mobilization for Youth Agency. Techniques used in the group counseling pilot sessions are enumerated with case studies being cited for each type.

440 Hoffman, P. (Ed.), "Think tank" workshop on work evaluation. Menomonie, Wisconsin: Stout State University, Institute for Vocational Rehabilitation, 1969.

In March 1969, the Institute for Vocational Rehabilitation, Stout State University, sponsored a "think tank" on work evaluation. Included in this conference transcript are discussions of the problems involved in defining vocational evaluation, methods of evaluation, and its goals and objectives.

441 Huddle, D., Work performance of trainable adults as influenced by competition, cooperation, and monetary reward. American Journal of Mental Deficiency, 1967, 72, 181-211.

Report of an investigation to determine effects upon the work performance of trainable adults working in different types of work groups and working with and without monetary reward. Influence of competition and cooperation is also noted.

442 Hunt, J., & Zimmerman, J., Stimulating productivity in a simulated sheltered workshop setting. American Journal of Mental Deficiency, 1969, 74, 43-49.

A method for stimulating productivity of mentally retarded patients in a simulated workshop setting is reported upon. Discusses the effects of bonus awards as reinforcers. Reviews significant studies in productivity increase through reinforcement.

443 Illinois Rehabilitation Association, Committee on Workshops Division, Utilization of sheltered workshops: Counselor's guide. Springfield, Illinois: Illinois Division of Vocational Rehabilitation, 1969.

A guide for rehabilitation counselors designed to inform about the various aspects of a sheltered workshop. Includes definitions (work activity center, transitional workshop, work adjustment training, long term workshops), goals and objectives of workshops, and services offered. Discusses what a sheltered workshop can and cannot accomplish, and what type of clientele should be referred.

444 Jacobs, A., Weingold, J., & Dubrow, M., The sheltered workshop: A community rehabilitation resource for the mentally retarded. New York: New York State Association for Retarded Children, Inc., 1962.

A handbook designed to cover a wide range of aspects in the operation of a sheltered facility for the mentally retarded. Includes problems and issues in the rehabilitation of the mentally retarded, a description and discussion of vocational rehabilitation services within the workshop such as case finding, vocational and psychological evaluation, personal adjustment services, and placement and follow-up. Business, financial operation, wage and hour information, and client pay also included.

445 Jewish Vocational Service of Cincinnati, Psychiatric disability and work adjustment. Cincinnati: Author, 1963.

Describes the Vocational Adjustment Center (VAC) of the Jewish Vocational Service of Cincinnati which follows the prototype of the VAC of Jewish Vocational Service, Chicago. Primary focus is upon theory of work adjustment of psychiatric patients. Motivation as a significant factor in the rehabilitation of clients is stressed.

446 Jewish Vocational Service, The therapeutic workshop for older persons. Jewish Vocational Service Monograph 5, Chicago: Author, 1966.

Report of a Chicago JVS project in which psychological and social problems associated with aging were studied. The project design is described and client characteristics are presented. The results of the study relate to psychological aging, role change, and specific categories of clients. Elements of a therapeutic workshop for older people are mentioned.

447 Korman, A., Toward an hypothesis of work behavior. Journal of Applied Psychology, 1970, 54(1), 31-41.

Offers an hypothesis of work attitudes which emphasizes self-evaluation, self-perception, past reinforcement history, and interpersonal evaluation. Attempts to predict variables of industrial psychology, work performance, work satisfaction, and work choice. Proposes that individuals seek the behavioral role which will increase their favorable awareness and judgment of themselves. Discussions follow on changes in self-concept and findings relating to the hypothesis. The need for further research is presented.

448 Krantz, G., Rehabilitation: Simulated case flow. Minnetonka, Minnesota: Cooperative School Rehabilitation Centers, 1969.

A computer-simulated rehabilitation process, designed to teach beginning rehabilitation counselors the general kinds of vocational services which may be needed in difficult cases. User must be able to type with one finger and make decisions as questions are asked about a case which he makes up; the computer presents the questions and reports the consequences of the decisions. (Computer tape included).

449 Johnson, R., Haughton, E., & Lafave, H., Behavior therapy - use in a sheltered workshop. Diseases of the Nervous System, 1965, 26(6), 350-354.

A study of operant conditioning as used with chronic mentally ill females. Subjects are described in their workshop setting. Findings relate to the effect of payment on production rate and number of production errors when reinforcement is utilized.

451 Krantzler, M., Workshops and disadvantaged black youth: Challenge and opportunity. Journal of Rehabilitation, 1970, 36(3), 27-29.

Discusses the challenge today of rehabilitating the disadvantaged black youth. Workshops presently geared to physically and mentally handicapped must adopt new methods for the "new" client. Alterations recommended are an emphasis on the transitional nature of the workshop, stressing realistic nature of the work, a closer connection with local industry, use of payment throughout the evaluation and adjustment period, more blacks on staff, coordinating workshop services, using examples of certain recent demonstration projects for black youth, and need for adequate funds.

452 Kunce, J., Is work therapy really therapeutic? Rehabilitation Literature, 1970, 31(10), 297-299, 320.

Discussion of research done to determine the therapeutic value of work therapy in treating mentally and emotionally disturbed patients who are institutionalized. Cites research presenting both positive and negative results for using work therapy. Lists eight issues to be considered in the development of work activities that are to be used as therapeutic tools.

453 Leshner, S., & Snyderman, G., Occupational aspects of work adjustment. Rehabilitation Record, 1962, 3, 8-11.

Discusses the importance of a selected work task approach as employed by the Philadelphia Jewish Employment and Vocational Service. Analyzes the needs for specificity in tasks, with stress upon real occupations so that the client may develop a realistic image of himself as a worker in a real occupation. Describes use of a hierarchical scale of the job tasks of a specific job structured by difficulty in which the client may be evaluated by his progress in working successfully up the hierarchical scale.

454 Leslie, G. (Ed.), Behavior modification in rehabilitation facilities. Hot Springs, Arkansas: Arkansas Rehabilitation Research and Training Center, 1969.

A compilation of articles and proceedings of discussion groups following a seminar on behavior modification. Goal of the seminar was to attempt to reach an understanding of possible problems and necessary actions in the use of behavior modification in rehabilitation facilities. Includes paper by Davison (Behavior Modification for Rehabilitation: Concepts, Possibilities, and Cautions) and Sanders (Experimental Social Innovation in Mental Illness).

455 Davison, G., Behavior modification for rehabilitation: Concepts, possibilities, and cautions. In G. Leslie (Ed.), Behavior modification in rehabilitation facilities. Hot Springs, Arkansas: Arkansas Rehabilitation Research and Training Center, 1969.

Examines and defines the basic concepts of classical and operant conditioning and discusses a variety of behavioral approaches and their possible applications to verbal and non-verbal behavior, physical problems, emotional reactions, and reduction of unrealistic fears.

456 Lofquist, L., & Dawis, R., Adjustment to work: A psychological view of man's problems in a work oriented society. New York: Appleton-Century-Crofts, 1969.

An examination of the revised Minnesota Theory of Work Adjustment as related to the problems of work in society. Includes discussion of the meaning of work problems posed by work, the work personality, the work environment, and theory and application of the revised work adjustment theory. Minnesota Importance Questionnaire is appended.

457 Lopez, F., Evaluating employee performance. Chicago, Illinois: Public Personnel Association, 1968.

A model for evaluating employee performance is presented with discussion of the values, principles and purposes of evaluation. Part I considers such questions as to why evaluation is necessary, how it evolved, what it consists of, its purposes and relation to other management functions. Part II deals with application of techniques and practices as discussed in Part I. Principles of interpersonal perception and measurement are examined and merits of the evaluation procedure are appraised. Evaluation is seen throughout as part of management proceedings. (Management by objectives, performance standards, other techniques discussed.)

458 Lubow, B., et al., Client behavior in sheltered workshops: Two case studies. Studies in Behavior and Rehabilitation, No. 2., Ithaca, New York: Cornell University, Region II Rehabilitation Research Institute, 1969.

Case study reports of two disabled clients with contrasting capabilities. Discusses the work observation behavior scheme, designed to quantitatively measure client behaviors in a facility. Illustrates relationship between the behavior of a client and his environment. (Research and Demonstration Grant 2075-G)

459 Lubow, B., et al., An empirical approach to work behavior, interaction and rehabilitation. Human Organization, 1969, 28(4), 303-321.

Basically a review of the publication entitled Client Behavior in Sheltered Workshops: Two Case Studies, which reports on case studies of two disabled clients with contrasting capabilities. Discusses the work observation behavior scheme, a methodology designed to quantitatively measure client behaviors in a facility. Illustrates relationship between the behavior of a client and his environment. (Research and Demonstration Grant 2075-G)

460 MacLennan, B., & Klein, W., Utilization of groups in job training for the socially deprived. International Journal of Group Psychotherapy, 1965, 15, 424-433.

An investigation into the use of the core group as a rehabilitation tool. Socially deprived youth working in a training program at the Center for Youth and Community Studies, Howard University, prepared for jobs as nonprofessional aides in human services. The program consists of supervised on-the-job experience and skill workshops, and the utilization of group methods in which members examine their work experience roles and functions, learn new coping skills, and undergo resocialization.

461 McAlees, D. Evaluation of job readiness. Paper presented at Placement Institute, Oklahoma State University, 1965.

A discussion of job readiness in terms of employability, placeability, employment satisfactoriness, and employment satisfaction. Indicates areas of readiness to be evaluated including psychological, physical, occupational, and placement.

462 Mink, O., The behavior change process. Morgantown, West Virginia: West Virginia University, 1968. Also available as: Mink, O., The behavior change process. New York: Harper & Row, 1970.

A basic manual designed to familiarize and teach the individual the basic concepts of behavior therapy and how to apply principles of learning behavior to typical client problems faced in a work or training situation. A programmed instruction format is followed in which the individual may test himself in regard to basic concepts and situations presented in test cases.

463 Montgomery, J., & McBurney, R., Operant conditioning and token economy. Camarillo, California: Camarillo State Hospital, 1970.

A manual based on the experiences of the staff at Camarillo State Hospital in developing an operant conditioning and token economy program for mentally retarded patients. Defines operant conditioning and token economy in relation to the program, discusses procedures for establishing a token economy, lists patient behavioral criteria and amount of reward for appropriate behaviors, daily schedules, and outline of steps in developing a behavior modification plan. Examples of forms used included.

464 Neff, W., The success of a rehabilitation program: A follow-up study of clients of the Vocational Adjustment Center. Jewish Vocational Service Monograph 3, Chicago: The Jewish Vocational Service, 1960.

An investigation into the validity of the techniques employed at Vocational Adjustment Center of the Chicago Jewish Vocational Service. Clients were interviewed one year after "graduation." Their work experience and factors relating to success or failure were studied. Failures in prediction were noted and discussed. The degree of family support of the client's efforts was also examined.

465 Neff, W., The meaning of work to the poor. Rehabilitation Counseling Bulletin, 1967, 11(1SP), 71-78.

States that the attitude toward work is a major social problem among the poor and notes common features between work personality of the poor and the disabled. Factors influencing development of the work personality are discussed. The rehabilitation workshop is recommended as a favorable work environment for the poor.

466 Neff, W., Work and human behavior. New York: Atherton Press, 1968.

Discussion of work behavior in terms of: work as both a human and a social problem, work and human history, work as a sphere of behavior, psychoanalytic and psychological theories of work behavior, characteristics of work environments, components of work behavior and work personality, assessment of work potential, techniques of work adjustment, the psychopathology of work, the handicapped worker, work and social change, and work in perspective.

467 Jewish Family and Children's Service, Vocational group therapy with the emotionally disturbed. Denver: Author, 1963.

A final report of a project carried on at the Utility Workshop of the Jewish Family and Children's Service. Purpose of the project was to determine if vocationally oriented group therapy plus the therapeutic effects of a controlled sheltered work program would make for a more effective rehabilitation program for emotionally disturbed clients than workshop placement alone. Lists standard tests and rating scales chosen and utilized in the project and discusses research methodology. Statistical tables and results included. (Research and Demonstration Grant 487)

468 Oseas, L., Work requirements and ego defects. Psychiatric Quarterly, 1963, 37, 105-122.

Meanings of work to the recovering psychotic are covered in terms of the role played by work in striving for (a) self-actualization, (b) self-identification, (c) self-enhancement, (d) social participation, (e) mastery, and (f) security.

469 Oseas, L., A model for establishing therapeutic work conditioning. Journal of Counseling Psychology, 1963, 10, 368-372. Also appears in R. Sankovsky, G. Arthur, & J. Mann (Comps.), Vocational evaluation and work adjustment: A book of readings. Auburn, Alabama: Auburn University, Alabama Rehabilitation Media Service, 1969.

Discusses the controlled work setting and its therapeutic potentials. Presents a model which can be adapted to the facility and which indicates the patient problem, the therapy objective, work objective, supervision factors, production factors, and task factors.

470 Rehabilitation Center, Inc., The operations and results of the Albuquerque Vocational Clinic: A selected demonstration project. Albuquerque: Author, 1967.

The final report of the development and operation of the Work Adjustment Center for Severely Disabled Persons and Mentally Handicapped (called the Albuquerque Vocational Clinic). Report contains sections on: justification for and objectives of the project; the services offered by the Center; the role of each member of the staff; the services of evaluation, counseling, work adjustment training, and medical and psychological therapies offered; workshop and sub-contract activities; and the methodology of the Center including referral procedure and movement through the program of work adjustment training. Also contains description of the clients served during the operation of the project and the outcome of the clients training. Report contains summary and implications of the total project. (Research and Demonstration Grant 409)

471 Prazak, G., Work adjustment problems. Paper presented at Workshop on Vocational Evaluation with the Youthful Offender, Ladysmith, Wisconsin, July, 1969.

Describes primary objective of a vocational program as being specific behavior assessment and change to achieve employment. Discusses chief reasons for unemployment as lack of readiness, job objective, job seeking, job retention, plus related medical, financial, social, and personal problems. Behavior modification as a method for solving unemployment problems is defined. Examples of its application are included in regard to quantity and quality of production and absenteeism.

472 Cobb, H., The forecast of fulfillment: A review of research on predictive assessment of the adult retarded for social and vocational adjustment. New York: Teachers College Press, Columbia University, 1972.

An analysis of the literature relevant to the predictive assessment of the retarded adult for social and vocational development. Includes a review section of follow-up studies (Kennedy; Baller, Charles and Miller; Deno; Saenger); a section on analytical studies (Windle; Taylor; Parnicky and Kahn; Pinkard; Dayan; Schulman; Stephens; Bower and Switzer); and a final section summarizing research and implications for vocational counseling. (Research and Demonstration Grant 1624-P)

473 Schmidt, P., Work adjustment manual for Goodwill Industries. Washington, D.C.: Goodwill Industries of America, 1968.

Presents guidelines for the development and administration of a work adjustment training center. Definitions given include those of work adjustment, the work adjustment client, personal adjustment, job placement, and employment. Objectives of work adjustment training are outlined. Planning the work adjustment program is discussed in terms of a survey of community needs and resources, forming an advisory committee, and providing financing. Professional services described are medical, psychological, social work. The administrative staff is also discussed. Operating procedures and techniques delineated are intake, referrals, work adjustment training, counseling, placeability and employability rating, and interagency progress review. Includes a supervisor's guide to observing the reporting client progress and an instruction section for use with the supervisor's guide.

474 Schmidt, P., Arnholter, E., & Warner, M., Work adjustment program for disabled persons with emotional problems. Indianapolis: Indianapolis Goodwill Industries, 1962.

Final report of a project designed to put to practical application the knowledge, methods, and techniques developed by the research project conducted at Jewish Vocational Service of Chicago entitled "Vocational Adjustment Center for Disabled Persons with Emotional Problems." Secondary goals included were to explore the value of new techniques of work adjustment for adaptation to Goodwill Industries, and to determine the effectiveness of industrial supervision without high level education backgrounds. (Research and Demonstration Grant 275)

475 Scott, T., et al., A definition of work adjustment. Minnesota Studies in Vocational Rehabilitation, Monograph X, Minneapolis: University of Minnesota, Industrial Relations Center, 1958.

For developing a concept of work adjustment, literature was reviewed in the areas of job satisfaction, morale and employee attitudes, worker motivation, behavioral criteria, and vocational fitness. A research definition of work adjustment is put forth in operational terms of variables, instruments, and procedures.

476 Sletten, I., et al., Work performance in psychiatric patients. Diseases of the Nervous System, 1968, 29(4), 261-264.

An investigation in which the work performance of psychiatric patients was tested under the following conditions: (1) use of operant conditioning and token reinforcement, (2) conventional monetary reward, and (3) "off periods" in which neither of the preceding was used. Results are given and conclusions drawn.

477 Tate, B., & Baroff, G., Training the mentally retarded in the production of a complex product: A demonstration of work potential. Exceptional Children, 1967, 33(6), 405-408.

A discussion of a project at Murdoch Center for Mental Retardation, Butner, North Carolina, in which the trainees built relay panels for industry and were observed in the area of work potential. The product, the workers, and the techniques of the workshop are dealt with.

478 Teasdale, R., & Joynt, D., Some effects of incentives on the behavior of adolescent retardates. American Journal of Mental Deficiency, 1967, 71(6), 925-930.

An exploratory study of the effects of incentives on task performance and behavior of young retardates. Describes the procedure of setting up two incentive conditions in the sheltered workshop at the Handicapped Children's Centre, Armindale, New South Wales, involving cooperative and competitive situations. Conditions under which incentives had favorable effects and those which had detrimental ones are examined.

479 Tseng, M., Locus of control as a determinant of job proficiency, employability, and training satisfaction of vocational rehabilitation clients. Journal of Counseling Psychology, 1970, 17(6), 487-491.

The internal-external locus of control construct as an expectancy variable was used to determine job proficiency, personal quality, training satisfaction, employability, and 16 other personal attributes of vocational rehabilitation clients. Results of the study are detailed and the validity of the locus of control as a predictor is discussed.

480 Walker, R., Pounce. In J. Krumboltz & C. Thoresen (Eds.), Behavioral counseling: Cases and techniques. New York: Holt, Rinehart & Winston, 1969.

A discussion of a confrontation technique called "Pounce" used at the Minneapolis Rehabilitation Center. Format of the procedure is described and an example of a question-answer session given. Purpose of "Pounce" is to secure appropriate verbal and written responses as to why the client isn't employed. Evaluation of the program is given and benefits noted.

481 Walls, R., Control expectancy and delay of reinforcement in rehabilitation. Paper presented at the Annual Convention of American Personnel and Guidance Association, New Orleans, 1970.

An examination of the relationships of voluntary delay of reinforcement and internal-external locus of control conducted with culturally disadvantaged subjects. Discusses a series of studies designed to investigate decision making in regard to delay of reinforcement.

482 Zimmerman, J., et al., Operant conditioning in a sheltered workshop: Further data in support of an objective and systematic approach to rehabilitation. Rehabilitation Literature, 1969, 30(11), 326-334.

Deals with operant procedures used in the sheltered workshop to increase the productivity of handicapped clients. Describes results that have been obtained by using isolation during work if the client did not work up to his established goal. Contains several clients' daily records in graph form to show effect of the procedure.

483 Zimmerman, J., et al., Effects of token reinforcements on productivity in multiply handicapped clients in a sheltered workshop. Rehabilitation Literature, 1969, 30(2), 34-41.

An investigation using token reinforcers for development and maintenance of work performances in a sheltered workshop setting with multiply handicapped clients. Describes the clients and their working conditions for the study. Results of the study are given in table and text form. Indications of the value of this method for improving production in vocational rehabilitation with cautions in operating such a program are discussed.

485 Hurwitz, S., & DiFrancesca, S., Behavioral modification of the emotionally retarded deaf. Rehabilitation Literature, 1968, 29(9), 258-264.

Description of a rehabilitation program for the deaf conducted at the St. Louis Jewish Employment and Vocational Service. Conducted on the theory that programs and technics effective for remedying and enhancing the behavior of other handicapped persons, with appropriate expansion of modification, can be applied beneficially to deaf persons. Includes characteristics of the deaf population and approach to treatment. States conclusions reached after three years of the project. (Research and Demonstration Grant 1804)

486 Goertzel, V., et al., Coordinating hospital and community work adjustment services. Los Angeles: Camarillo State Hospital and Jewish Vocational Service, 1967.

Description and final report of a joint project between a mental hospital and a community workshop. The purposes of the project were (1) to use work as a therapeutic instrument to help patients leave the hospital (2) to help formerly hospitalized patients remain in the community and (3) to raise their overall level of functioning. The above goals were accomplished primarily through the utilization of the hospital bakery (first phase) and the community rehabilitation workshop (second phase). The contents of the report include descriptions of the hospital phase of treatment and the community workshop phase. Findings relate to the development of motivation in the patient, support by ward personnel, necessity for administrators to make adjustment, and the patient's need for a variety of experiences and development of social skills are discussed. (Research and Demonstration Grant 1156)

487 Kaufer, H., The older handicapped worker. St. Louis: Jewish Employment and Vocational Service, 1970.

Final report of a project conducted to demonstrate the feasibility of effective vocational rehabilitation services for persons 45 years of age and over who have physical or emotional disabilities. Specific aims of the project were: effective vocational rehabilitation services for older persons where no such services previously existed; produce information for rehabilitation facilities on the operation of such a program; develop tools and techniques applicable to the project; and generate community interest in employment for this group of people. Methods and procedures reported on included eligibility criteria, intake procedures, evaluation process and results, work adjustment training, job placement service, and follow-up services. Other areas covered are: project staffing patterns, population served by the project, research and demonstration objectives of the project, and results of the study--both practical and implied. (Research and Demonstration Grant 750)

488 University of Washington, Modeling: An approach to the rehabilitation of juvenile offenders. Seattle: Author, 1971.

A final report of research into the use of modeling in the rehabilitation of youthful male offenders. Two groups were organized -- one in which modeling was used, and one which was built around structured discussions. Use of video-tape as a supporting technique is discussed. The effectiveness of the treatment is evaluated and results of the studies described. Implications for further research are also noted. (Research and Demonstration Grant 15-P-55303)

489 Brown, L., & Pearce, E., Increasing the production rates of trainable retarded students in a public school simulated workshop. Education and Training of the Mentally Retarded, 1970, 5, 15-22.

The results of a two-part study involving two different groups of clients. The goal for one group of five emotionally disturbed students in a public school prevocational class was to increase their production rate of stuffing envelopes. These same students were then used as models to increase the production rates of three trainable level retarded students. Methods, results, and discussion of each part of the study are presented as well as graphs which plot the results of the studies.

490 Baker, R., & Sawyer, H., Adjustment services in rehabilitation: Emphasis on human change. (inside title: Guidelines for the development of adjustment services in rehabilitation) Auburn, Alabama: Auburn University, Rehabilitation Services Education, 1971.

The purpose of this publication is to examine concepts of adjustment presently being used in rehabilitation facilities and to recommend guidelines to help facility personnel develop adequate adjustment programs based upon the clientele and resources available. Defines and differentiates between the concepts of personal adjustment and adjustment training. The first section discusses purposes, goals, and techniques of adjustment services including individual and group counseling, the work experience setting, behavior modification, attitude therapy, individual and classroom instruction, and learning and motivation. The second section deals with analysis and individualization of the adjustment program. Includes the following definitions and procedures important to adjustment: identifying behavior, rate of behavior, reinforcement, extinction, shaping, stimulus control, reinforcers, common reinforcers, using reinforcers, and reinforcement schedules. Includes a step-by-step procedural outline for implementing an individualized adjustment program. The third section, structuring a comprehensive adjustment services program, includes coordinating vocational evaluation and adjustment services; planning the overall adjustment program with emphasis on description of behavior, analysis of attitudes, patterns of work habits and assessment of adjustment skills. The fourth section relates to general considerations for implementing adjustment service programs including planning consideration of need, space, finances, time, and staff. Other innovation and implementation considerations include establishing objectives, client supervising and reporting systems, and curriculum outlines and lesson plans (with examples). Use of A-V materials and public relations is also covered. The fifth section suggests training areas for adjustment including community living, safety, budgeting and parking, shopping techniques, insurance, and leisure time activities, personal appearance and hygiene, job readiness, adjustment for social skills, work adjustment, and adjustment for recreation. The sixth section covers the area of follow-up and includes suggestions and procedures. Sample forms include follow-up letter to client, follow-up letter to employer, and employee performance form. Contains an extensive reference section on literature related to evaluation and adjustment.

491 Ross, D., & Brandon, T., In pursuit of work adjustment. Journal of Rehabilitation, 1971, 37(4), 6-8.

A consideration of the current state of the literature in work adjustment and the possibility of developing a workable adjustment model based on that literature. Describes and reports results of procedures in which a novice and also experienced professionals analyzed and reported on the available literature. Problems in terminology and validation are discussed and a recommendation made for financing the development of a comprehensive work adjustment model.

492 Sankovsky, R., Adjustment services in rehabilitation. Journal of Rehabilitation, 1971, 37(4), 8-10.

Differentiates between personal adjustment, social adjustment, and work adjustment. Deals with the therapeutic nature of work adjustment and its services: developing physical tolerances and capacities, providing information and experiences, and changing existing behavior.

493 Campbell, J., & O'Toole, R., A situational approach. Journal of Rehabilitation, 1971, 37(4), 11-13.

Discusses work adjustment in terms of the concepts of role theory and socialization. Describes how socialization may be obtained through a situational approach in the rehabilitation facility. Focus is on the manipulation of the roles of the work adjustment counselor, the work setting, and the agency itself.

494 Krantz, G., Critical vocational behaviors. Journal of Rehabilitation, 1971, 37(4), 14-16.

Discusses work adjustment as a means for promoting critical (desirable) vocational behaviors. Defines critical vocational behaviors and presents an outline divided into job objective behaviors, job-getting behaviors, and job-keeping behaviors. A second outline presents critical employment coupled behaviors including social living competencies, general and personal living competencies, and community living competencies.

495 Hoffman, P., Work evaluation and adjustment: The relationship. Journal of Rehabilitation, 1971, 37(4), 19-22.

Discusses commonalities and differences between work evaluation and work adjustment and emphasizes the fact that the two processes, while separate entities, are not mutually exclusive. Describes evaluation as a necessary antecedent to adjustment. Charts included list general employability and specific employability factors.

496 Dunn, D., Work and behavior change. Journal of Rehabilitation, 1971, 37(4), 22-24.

Discusses three methods by which positive behavior change may be attained through work experience: identification (modeling), kinesthetic (learning by doing), and mystical experience (religion, drugs, meditation). Emphasizes that the above processes, when associated with work experience, may produce positive changes without direct intervention of highly professional staff.

497 Campbell, N., Techniques of behavior modification. Journal of Rehabilitation, 1971, 37(4), 28-31.

Discussion and description of the techniques of behavior modification based on operant conditioning employed in the work adjustment program at Goodwill Industries of Indianapolis. Techniques discussed include use of automated equipment, token reinforcement, using work as reinforcement, and isolation-avoidance.

498 Mink, O., Learner-oriented instruction. Journal of Rehabilitation, 1971, 37(4), 25-27.

Discusses a learner-oriented instructional system for work adjustment programs. Emphasizes systematic design of the learning environment and provision for multiple levels of entry into ordered instructional sequences. Analysis of the relationship between the client learning ability and the objectives of the work adjustment teaching program is stressed.

499 Ayers, G., Counseling in work adjustment programs. Journal of Rehabilitation, 1971, 37(4), 31-33.

Discusses the importance of counseling in work adjustment programs. Several approaches are presented: individual counseling in the initial phases of rehabilitation, video counseling aids, use of modeling, and group counseling. Each approach cites research done in the area.

500 Ullmann, L., & Krasner, L. (Eds.), Case studies in behavior modification. New York: Holt, Rinehart & Winston, 1965.

Contains theory and case studies in behavior modification and is geared to the student and non-specialist level as well as for professionals. Divided into the following sections: modification and severely disturbed behaviors, modification of classic neurotic behaviors, modification of deviant adult behaviors (sex, tics, stuttering), modification of deviant behaviors in children, and modification and mental deficiency.

502 Walker, R., The accountability game. Journal of Rehabilitation, 1971, 37(4), 34-36.

A suggested approach to the evaluation of the effectiveness of work adjustment programs: surveying individual clients, staff qualifications, services provided, techniques, case records, and client outcomes.

566 Caruth Memorial Rehabilitation Center, Work adjustment training for mentally retarded young people in a community setting. Dallas, Texas: Author, 1969.

Final report and a follow-up of clients in a three-year project to provide evaluation and training for mentally retarded clients 16 to 39 years old. Report contains detailed information of the population of the study; the procedures of admission and evaluation; staff; and the outcome of the study. (Research and Demonstration Grant 2101)

567 Lustig, P., Differential use of the work situation in the sheltered workshop. Rehabilitation Literature, 1970, 31, 39-42.

Describes a method of behavior modification involving the planned manipulation of the situational components of the work situation. Classifies five client maladjustments to job situations. Discusses ways to manipulate jobs through dimensions of time, position, rate, type of interpersonal work relationship to the people around the client, and quantity of both personal and non-personal stimuli or a combination of these. This method provides initial possibility for expanding the range of procedures used to alter behaviors that interfere with adequate work adjustment.

568 Beedy, V., et al., A prevocational and social adjustment program for educable retarded adolescents: A pilot project. Milwaukee, Wisconsin: Curative Workshop of Milwaukee, 1971.

Report of a project to provide educable retarded adolescents with necessary prevocational and social adjustment skills. Program areas included exploration of job through field trips; learning skills in applying for and maintaining employment; improvement in interpersonal relationships with co-workers, supervisors, counselors, etc.; learning basic math skills; recreation and leisure time; and increased parental involvement.

569 Cleland, C., & Swartz, J., Deprivation, reinforcement and peer support as work motivators: A paradigm for habilitation of older retardates. Community Mental Health Journal, 1968, 4(2), 120-128.

A group of chronically institutionalized, educable retardates were isolated and studied, and a model for rehabilitation was established based on the strengths found within the group. The principles applied in developing the model were work deprivation, social reinforcement and group placement.

570 Tizard, J., The effects of different types of supervision on the behaviour of mental defectives in a sheltered workshop. American Journal of Mental Deficiency, 1953, 58, 143-161.

A group of high-grade mentally defective adolescent males in a workshop were studied regarding the effects of three different types of discipline--strict, friendly, and laissez-faire. Nurses' uses of behavior measures such as time samplings and nurses' rankings are described.

571 Salkind, I., A work adjustment technique. In U.S. Department of Health, Education and Welfare, Selected papers presented at the National Training Institute for State Rehabilitation Facility Specialists. Washington, D.C.: Author, 1969.

A description of the duties of the foreman in a rehabilitation workshop. The duties, divided into three categories, are: responsibilities on the floor which include initial client contact and observation, workshop quality control on contract work, and manipulation of environment in workshop; off floor duties of report writing and recording daily observations, daily schedules for clients, and progress evaluations; and the foreman's attitudes toward and relations with clients, co-workers, referring agency personnel, and placement of clients.

572 Stroud, R., Industrial engineering in the sheltered workshop. In U.S. Department of Health, Education and Welfare, Selected papers presented at the National Training Institute for State Rehabilitation Facility Specialists. Washington, D.C.: Author, 1969.

Problem areas where an industrial engineer or a workshop director with a strong engineering background could produce great benefits for the rehabilitation workshop are discussed. Areas covered are: business knowledge and experience, contract procurement and controls, motivation for optimum efficiency in production, and safety practices. Presents future roles of the industrial engineer in a workshop if the proposed amendments to the Wagner-O'Day Law are passed. Advocates the use of a central or regional industrial engineer to serve many facilities on a consulting basis since cost prohibits each facility from affording an industrial engineer.

573 Logan, D., et al., The use of multiple reinforcers in a rehabilitation setting. *Mental Retardation*, 1971, *9*(3), 3-6.

A study to assess effects of multiple reinforcers, given on a systematic basis, on work performance rates of non-institutionalized male retardates. Reinforcers were divided into two categories; social reinforcements in the form of visual displays and verbal reinforcements, and token reinforcements exchangeable for money. Results for each group are plotted in graph form and discussed.

574 Altman, R., & Talkington, L., Modeling: An alternative behavior modification approach for retardates. *Mental Retardation*, 1971, *9*(3), 20-23.

A review of literature suggesting the feasibility of behavior modification with the mentally retarded using modeling techniques.

575 Barad, C., A survey of vocational evaluation practices in Maryland and the District of Columbia. *Vocational Evaluation and Work Adjustment Bulletin*, 1971, *4*(2), 6-10.

Study of vocational evaluation units functioning in Maryland and D.C. area. Results are given on settings of units, caseload composition, referral sources, goals, tools and techniques, use of ancillary staff, length of evaluation process, format of final report of clients, utilization of evaluation facilities, job title of persons performing evaluation, and educational levels and experiential background of evaluators. Implications of the survey to future evaluation techniques are enumerated.

576 Dunn, D., Work adjustment, work evaluation and employability. *Vocational Evaluation and Work Adjustment Bulletin*, 1971, *4*(2), 11-16.

A view of employability in terms of work adjustment training and the relationship of the results of work evaluation to work adjustment training.

577 Sankovsky, R., Characteristics of the VEWAA membership. *Vocational Evaluation and Work Adjustment Bulletin*, 1971, *4*(2), 17-26.

Reports on the following characteristics: primary work responsibility employment by, formal training in evaluation, amount of in-service training, educational level, undergraduate major, previous work experience, average number of evaluations, annual salary, self-ratings on areas of competency, VEWAA Bulletin readership, and attendance at professional conferences. Includes a sample of the VEWAA membership survey form used to gather results for above topics.

579 Barton, E. (Ed.), Topical review, rev. of Sankovsky, R., Arthur, G., & Mann, J. (Eds.), *Vocational evaluation and work adjustment: A book of readings* (Auburn University). *Vocational Evaluation and Work Adjustment Bulletin*, 1971, *4*(2), 33-37.

Review of *Vocational Evaluation and Work Adjustment: A Book of Readings* edited by R. Sankovsky, G. Arthur, & J. Mann of Auburn University. The book of readings contains thirty-one articles divided into the following eight categories: Philosophy of Vocational Evaluation; Psychological Testing; Job-Man Analysis; Job-Work Sample; Situational Assessment; Work Adjustment; Client, Counselor and Evaluator; and Report Writing.

580 Soloff, A., The Chicago JVS Research Utilization Laboratory. In A. Sax (Ed.), Innovations in vocational evaluation and work adjustment. *Vocational Evaluation and Work Adjustment Bulletin*, 1971, *4*(2), 38-39.

Description of the Research Utilization Laboratory (RUL) at Chicago Jewish Vocational Service. Discusses a systematic evaluation of strengths and weaknesses related to employment in 12 selected areas of work performance demonstrated to be important to job success.

581 Gardner, W., *Behavior modification in mental retardation: The education and rehabilitation of the mentally retarded adolescent and adult*. Chicago: Aldine-Atherton, 1971.

A text which relates the use of behavior modification principles to the evaluation, training, work adjustment, and education of mentally retarded adolescents and adults, particularly in institutions. No background knowledge of learning theory concepts or experience in the use of behavior modification techniques is assumed in the book. Divided into four parts, the first part deals with problems of education and rehabilitation of the mentally retarded client, the second deals with behavior modification concepts and principles, the third with psychological evaluation of the mentally retarded client, and the last with methods of producing behavior change.

582 Patterson, C., Behavior modification in rehabilitation: A consideration of its values and limitations. Paper presented at Facilities and Research Utilization Conference, Galveston, Texas, October 1, 1970.

A speech discussing the recent revival of behaviorism, with particular emphasis on operant conditioning and "shaping" behavior. Brings into question the right of one person to shape another person's behavior and the method of choosing desirable behaviors. Illustrative examples of applied behavior modification are given, followed by an evaluation and critique of the approach.

583 Meadow, L., Vocational adjustment of the emotionally disturbed aged. *Journal of Jewish Communal Service*, 1957, *33*, 396-401.

An examination of vocational adjustment of older, emotionally disturbed adults. Points out need for physical, psychological, and social services. Suggests treatment for vocational adjustment including removal of subject from a rejecting environment to an accepting environment, resocialization, initiating meaningful and creative activity, and psychotherapy.

584 Jens, K., & Shores, R., Behavioral graphs as reinforcers for work behavior of mentally retarded adolescents. *Education and Training of the Mentally Retarded*, 1969, *4*(1), 21-27.

Relates the outcome of a study in which progress charts were used to evaluate changes in the production rates of trainable mentally retarded adolescents. Presents evidence to indicate the validity of charts as reinforcers for production.

586 Evans, G., & Spradlin, J., Incentives and instructions as controlling variables of productivity. *American Journal of Mental Deficiency*, 1966, *71*, 129-132.

Purpose of the study conducted at Parsons State Hospital and Training Center was to isolate variables controlling productivity of institutionalized, mildly retarded males. The piece-rate plan and salary plan were used as incentives along with verbal instructions.

588 Hoffman, P., & Dunn, D. (Eds.), The work adjustment profile. *Journal of Rehabilitation*, 1971, *37*(4).

An issue devoted exclusively to the subject of work adjustment with articles by Dunn & Hoffman (The Practice of Work Adjustment - Editorial), Brandon & Ross (The Pursuit of Work Adjustment), Sankovsky (Adjustment Services in Rehabilitation), Krantz (Critical Vocational Behaviors), Button & Hogan (An Empirical Perspective), Hoffman (Work Evaluation and Adjustment: The Relationship), Dunn (Work and Behavior Change), Mink (Learner-Oriented Instruction), Campbell (Techniques of Behavior Modification), Ayers (Counseling in Work Adjustment Programs), and Walker (The Accountability Game).

589 DeRoo, W., & Haralson, H., Increasing workshop production through self-visualization on videotape. *Mental Retardation*, 1971, *9*(4), 22-25.

Description of a study in which self-visualization of mentally retarded client's work behavior via videotape was used as a means of increasing workshop production. The task and materials used, experimental and control treatment, procedure, and results are delineated. Statistical tables indicate the production gains of both the control and experimental groups.

590 Peterson, C., *Positive reinforcement in the vocational training of a trainable mental retardate: A case report.* *Eugene, Oregon: University of Oregon, Rehabilitation Research and Training Center in Mental Retardation*, 1969. Also presented at the 49th Annual Convention of the Western Psychological Association, Vancouver, B.C., June 1969.

Report of a case study of client training using verbal, token, or monetary reinforcements to facilitate task learning. The case reported was teaching a retarded client to polish shoe roller skates following a demonstration of the task by the trainer.

591 Cushing, M., When counseling fails - then what? *Journal of Rehabilitation*, 1969, *35*(4), 18-20.

Report of the Minneapolis Rehabilitation Center's use of behavior modification as a treatment technique for clients who have not responded to other types of treatment. Includes a description of the types of problems treated, techniques used, and the outcomes.

592 Lenard, H., Work adjustment concept for the brain injured retarded. *Training School Bulletin*, 1970, *67*(2), 118-121, 123.

Presents introduction to work adjustment history including the four major stages through which work adjustment has passed. A review of literature concerning work and rehabilitation is included with brief comments regarding each piece of literature cited. A definition of work adjustment and its integration with personal adjustment in a rehabilitation setting and the author's views of a work adjustment shop are presented.

593 Hewitt, D., *WORK, INC.: A demonstration of personal adjustment training and intensive placement techniques with difficult to place disabled people in an area of high unemployment incidence.* Tallahassee, Florida: Florida State Department of Education, Division of Vocational Rehabilitation, 1966.

Final report of the project called WORK, INC. The purpose of the project was two-fold: (a) to determine the value of group counseling as a means of adjusting disabled persons to work; and (b) to improve placement techniques. The results of the study are given in terms of referral, acceptance and closure information, placement, and group counseling in personal adjustment. (Research and Demonstration Grant 1215)

594 Newman, E., Vocational evaluation and work adjustment, a future thrust of the rehabilitation movement. *Rehabilitation Record*, 1971, *12*(1), 13-15.

Discusses the Vocational Evaluation and Work Adjustment Amendment (Section 15) to the Vocational Rehabilitation Act which authorizes the following for disadvantaged individuals: (a) preliminary diagnostic study of work evaluation; (b) diagnostic study of medical, psychological, vocational, social, and environmental areas; (c) services to appraise work attitudes and behavioral patterns; (d) other services to determine nature of handicap; and (e) outreach and referral. Aspects of funding and interagency cooperation are discussed with relation to both pilot programs and future work evaluation. Emphasis is placed on the need for close cooperation of individuals and agencies in evaluation and adjustment.

605 Hoffman, P., Industrial arts and evaluation of the handicapped. Speech presented at American Industrial Arts Association Annual Convention, Minneapolis, Minnesota, April 1968.

Points out the need for work evaluation in addition to psychological testing in order to meet the varied needs of clients. Discusses work samples and actual jobs as work evaluation tools. Indicates the relationship between the fields of work evaluation and industrial arts and the contributions each can make to the other.

606 Gold, M., Preworkshop skills for the trainable: A sequential technique. Education and Training of the Mentally Retarded, 1968, 3(1), 31-37.

A discussion of task analysis as a method for reduction of learning into its smallest component parts. Purpose is to prepare trainable mentally retarded for success in sheltered workshop activities by enabling the instructor to teach in small steps and to make possible the identification of specific problems when difficulty is encountered.

607 Wernimont, P., & Campbell, J., Signs, samples, and criteria. Journal of Applied Psychology, 1968, 52(5), 372-376.

A discussion of methods of predicting future job behavior. Points to validation problems of psychological tests and supports the increased use of work related behavior samples as shown through past work experiences or the obtaining of samples of work behavior from real or simulated situations.

608 Perkins, D., Brodwin, M., & Oberstone, A. (Comps.), Workshops for the handicapped: An annotated bibliography, No. 6. Los Angeles: California State College, Rehabilitation Counseling Program, 1969.

The sixth edition of an annotated bibliography covering literature from July 1968 through June 1969 relating to a variety of work experience programs for the handicapped.

609 Delgado College Rehabilitation Center, Vocational evaluation rating scales. New Orleans: Author, 1969.

A description and explanation of the ten parts of the vocational evaluation rating scale developed at Delgado College Rehabilitation Center. Items include general appearance, application of instructions, comprehension and retention, work trait components, safety consciousness, adjustment, vocational objective, vocational performance-quality, and vocational performance-quantity.

610 Hadley, R., & DiSanto, L. (Comps.), Work experience programs for the handicapped: An annotated bibliography, No. 7. Los Angeles: California State College, Rehabilitation Counseling Program, 1970.

Seventh issue in a series (formerly referred to as Workshops for the Handicapped). Materials covered in this issue are for the period July 1969 through June 1970 and pertain to work experience programs for the handicapped.

611 Pruitt, W., & Longfellow, R. (Eds.), A colloquy on work evaluation. Journal of Rehabilitation, 1970, 36(1).

The above issue is devoted exclusively to work evaluation with articles by Longfellow & Pruitt (Work Evaluation: The Medium and the Message); Sankovsky (Toward a Common Understanding of Vocational Evaluation); Roberts (Definitions, Objectives, and Goals in Work Evaluation); Hoffman (An Overview of Work Evaluation); Overs (Vocational Evaluation: Research and Implications); Spergel (Vocational Evaluation: Research and Implications for Maximizing Human Potential); Pruitt (Basic Assumptions Underlying Work Sample Theory); Neff (Vocational Assessment--Theory and Models); Rosenberg (The Professional in Vocational Evaluation); Leshner (The Relationship of Work Evaluation to Work Adjustment Training); Barton (Vocational Evaluation and Work Adjustment: Vocational Development Companions); Walker (A Future for Vocational Evaluation); Allison & Dunn (A Selected Bibliography on Work Evaluation).

614 Parnicky, J., & Kahn, H. (Eds.), Evaluating and developing vocational potential of institutionalized retarded adolescents. Bordentown, New Jersey: Edward R. Johnstone Training Center, 1963.

Reports a project which attempted to develop a predictive framework for retardates. A prevocational unit utilizing different kinds of work samples was included in the predictive battery. Other purposes of the study included developing a method to: provide a more valid approach to the selection of desirable candidates for vocational training; evaluate the contributions of group counseling to vocational progress; and, provide a firmer base for future research on programs of habilitation for mentally retarded youth. (Research and Demonstration Grant 425)

615 Soloff, A., A therapeutic workshop for emotionally disturbed persons. In C. Obermann (Ed.), Proceedings of the 12th annual workshop of the Association of Rehabilitation Centers. Washington, D.C.: Association of Rehabilitation Centers, 1963.

A report of the Work Therapy Research Center, Chicago JVS, which was designed primarily for the mentally ill confined to state institutions. Its main purpose was to evaluate the efficacy of a rehabilitation program for such a population and to study the process of successful rehabilitation. Three groups were used in the study: referrals from a hospital and an out-of-hospital control group both in the therapeutic workshop; and a group which remained in the hospital and received no services from the workshop. Comparison criteria used were competitive employment and living in the community. Conclusions were reached on operating the program and chances of client success. Research implications for setting up effective control groups among the mentally ill are noted.

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607 Wernimont, P., & Campbell, J., Signs, samples, and criteria. Journal of Applied Psychology, 1968, 52(5), 372-376.

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615A Bray, D., & Campbell, R., Selection of salesmen by means of an assessment center. Journal of Applied Psychology. 1968, 52(1), 36-41.

A study conducted to determine if an assessment center staffed by sales managers instructed in assessment techniques can provide valuable predictions in the selection of prospective salesmen. Study used predictors consisting of paper-and-pencil tests, interviews, and individual and group simulations of oral fact-finding and consulting cases.

616 Allison, K., & Dunn, D. (Eds.), Work evaluation: An annotated bibliography. Menomonie, Wisconsin: Stout State University, Institute for Vocational Rehabilitation, 1970.

An annotated bibliography on work evaluation literature covering the period from 1947 through 1969.

617 Atlanta Employment Evaluation and Service Center, The development of a systematic evaluation of the Atlanta Employment Evaluation and Service Center, Vols. I & II, Interim report. Atlanta: Author, 1970.

The second year report on the progress to develop a system to evaluate the services and achievements of the Atlanta Employment Evaluation and Service Center. Divided into two volumes, the first volume contains an analysis and discussion of the data with selected references to the data and is primarily for practitioners and the lay public. The second volume contains a complete set of tables for the 1970 report. (Research and Demonstration Grant 2988)

618 Bitter, J., Bias effect on validity and reliability of a rating scale. Measurement and Evaluation in Guidance, 1970, 3(2), 70-75.

A study to determine the effect of rater bias on predictive validity and rater reliability of the WARF (Work Adjustment Rating Form). Briefly describes types of rater bias encountered and describes the WARF (a scale used to measure work readiness). Presents hypotheses which were explored in the study and their results including summary tables.

619 Blake, G., A demonstration to determine the efficacy of providing rehabilitation services to the adult deaf in an ongoing, comprehensive rehabilitation facility for handicapped hearing persons, final report. Little Rock, Arkansas: Arkansas Rehabilitation Service, 1970.

Results of a study carried on at the Hot Springs Rehabilitation Center, the purpose of which was to determine the effectiveness, the feasibility, and the desirability of serving the adult deaf in a rehabilitation center for handicapped hearing persons. Methodology of the project is described and results are given in terms of recruitment and referral information, enrollment, services, follow-up, student affairs, costs, staffing, development of instruction materials, and inservice professional training. The project is evaluated and recommendations made for modification of services and staffing patterns in serving this particular group. (Research and Demonstration Grant 1932)

620 Button, W. (Ed.), Rehabilitation, sheltered workshops, and the disadvantaged: An exploration of manpower policy. Ithaca, New York: Cornell University, New York State School of Industrial and Labor Relations, 1970.

Contains articles by Gellman (Adapting the Rehabilitation Workshop to the Needs of the Disadvantaged); Leshner (Workshops and the Disadvantaged); Lustig (The Use of the Sheltered Workshop for the Disadvantaged).

620A Leshner, S., Workshops and the disadvantaged. In W. Button (Ed.), Rehabilitation, sheltered workshops, and the disadvantaged: An exploration of manpower policy. Ithaca, New York: Cornell University, New York State School of Industrial and Labor Relations, 1970.

A number of factors and issues are considered which offer perspective to workshops for planning and applying their services for the disadvantaged. 1) Disadvantaged vs. disabled--discusses the difference in role that workshop plays for the disadvantaged and the disabled. 2) The workshop as a rehabilitation method--contrasts the workshop as a medium for learning to training on the job. 3) The workshop and the disadvantaged--considers the light in which the disadvantaged view the workshop.

621 Lustig, P., The use of the sheltered workshop for the disadvantaged. In W. Button (Ed.), Rehabilitation, sheltered workshops, and the disadvantaged: An exploration of manpower policy. Ithaca, New York: Cornell University, New York State School of Industrial and Labor Relations, 1970.

Examines the use of sheltered workshop services for the disadvantaged. Provides a brief review of some current programs. Discusses problems of diagnosis and therapy including factors encountered in evaluating and treating individuals with vocational problems, plus reliability of evaluative tests, validity of evaluative techniques, and feasibility of techniques. Factors that contribute to vocational adjustment and placement are noted, such as abilities within the person that have to be developed or trained, attitudes of society toward potential worker, current economic need in the labor market, and attitude of each individual client.

622 Tseng, M., Client evaluation: Psychometric attributes and instructor's ratings as predictors of training outcomes in vocational rehabilitation. Monograph Series 5, Institute, West Virginia: Research and Training Center, 1970.

Purpose of the study was to determine the relationship of success or failure of vocational rehabilitation to psychological factors measured by tests, work behaviors and personal qualities, and test-taking behaviors. The population studied was a group of former clients of West Virginia Vocational Rehabilitation Center.

623 Allen, C., The Minnesota Importance Questionnaire. In A. Sax (Ed.), Innovations in vocational evaluation and work adjustment. Vocational Evaluation and Work Adjustment Bulletin, 1971, 4(4), 31-33.

A description of the Minnesota Importance Questionnaire (MIQ), developed at the University of Minnesota's Work Adjustment Project, which measures twenty vocationally relevant need dimensions such as achievement, security, and social status.

624 Nadolsky, J., Patterns of consistency among vocational evaluators. Vocational Evaluation and Work Adjustment Bulletin, 1971, 4(4), 13-25.

Report of a study conducted to determine the present scope of existing vocational evaluation process and to identify techniques and procedures considered basic to the field of vocational evaluation. The study attempted to determine background information on evaluators, actual use of techniques and procedures as viewed by the evaluators. Contains detailed discussion of findings of the study, and conclusions drawn from the findings.

625 Zellé, J., Eligibility determination studies: A future vista for work evaluators. Vocational Evaluation and Work Adjustment Bulletin, 1971, 4(4), 7-9.

Discusses pending health and welfare legislation which will place greater demand on the quality and quantity of vocational evaluation services.

626 Thomas, K., The omnipotence of work samples: A closer look. Vocational Evaluation and Work Adjustment Bulletin, 1971, 4(4), 10-12.

Expresses the necessity for vocational evaluators to maintain an effective balance between the use of work sample evaluation and psychological testing. Discusses need for further refinement and expansion of work samples.

627 Barton, E. (Ed.), Topical review, rev. of Baker, R., & Sawyer, H., Adjustment services in rehabilitation: Emphasis on human change (Auburn University). Vocational Evaluation and Work Adjustment Bulletin, 1971, 4(4), 26-30.

A review of Adjustment Services in Rehabilitation: Emphasis on Human Change by R. Baker and H. Sawyer.

628 Atlanta Employment Evaluation and Service Center, The development of a systematic evaluation of the Atlanta Employment Evaluation and Service Center, final report. Atlanta: Author, 1971.

Primary thrust of the third year research at the Atlanta Employment Evaluation and Service Center was a follow-up study to determine effective evaluation techniques for the socially and culturally disadvantaged. Attempted to ascertain the optimum length of evaluation for specific categories of clients and to determine a minimal program to serve specific categories of clients. (Research and Demonstration Grant 2988)

630 Hoffman, P., Work evaluation: The child is growing up. Paper presented at Georgia Rehabilitation Association Annual Conference, Atlanta, December 1971.

The development and growth of work evaluation is presented, followed by a discussion of the advancements in techniques and tools that have taken place in the areas of work samples, situational assessment and job tryouts. Discusses the broadening of the scope of work evaluation to include clients with a variety of disabilities and in a variety of settings.

631 Jewish Vocational Service, Learning by doing, final report. Chicago: Author, 1971.

Report of a study conducted at the Chicago Jewish Vocational Service to test the effectiveness of employing hard-core clients as workshop aides to assist in their rehabilitation. (Research and Demonstration Grant 12-P-55188)

633 Barton, E., Jr., The rehabilitation workshop and the foreman's role. San Francisco: University of San Francisco, 1971.

Examines the workshop foreman's role in the rehabilitation facility, including purpose and nature of the workshop organization, basic purpose of rehabilitation workshops, implications for the foreman's role, the rehabilitation workshop foreman's role and its requirements, what the rehabilitation workshop foreman does on his job, and knowledge, skill, and personal attributes of an effective foreman.

634 Brandt, W., Singer/Graflex Vocational Evaluation System. Informational Bulletin, Institute for Vocational Rehabilitation, Stout State University, 1971, 3(4).

History and development of the Singer/Graflex Vocational Evaluation System is presented plus a short description of the hardware and information on norms.

635 Brolin, D., Appropriate use of rehabilitation facilities. Paper presented at the DVR Institute on Introduction to Vocational Rehabilitation Case Work, Waupun, Wisconsin, July 1971.

Presents a number of factors which a counselor should take into consideration in choosing an appropriate facility for client services including staff, facility, meaningful programs, level of supervision, working with the client's family, quality of reports, placement and follow-up, and inservice and pre-service programs. Also discusses the counselor's responsibility to the client and to the referring facility prior to client entry into a rehabilitation program.

636 Brolin, D., Challenges in evaluating the mentally retarded for rehabilitation. In J. Jaffe (Ed.), Challenges in vocational rehabilitation and mental retardation. Proceedings of the Vocational Rehabilitation Subdivision Meeting held at the American Association on Mental Deficiency Annual Meeting, Elwyn, Pennsylvania: Elwyn Institute, 1971.

Presents characteristics of mentally retarded clients and appropriate evaluation approaches. Describes evaluation program at the Central Wisconsin Colony and Training School, Madison, Wisconsin. Also discusses results of a follow-up study on the extent to which evaluation recommendations are followed by referring caseworkers and counselors.

637 Krishef, C., Performance of the borderline retarded, average and bright subjects on a repetitive work task. In J. Jaffe (Ed.), Challenges in vocational rehabilitation and mental retardation. Proceedings of the Vocational Rehabilitation Subdivision Meeting held at the American Association on Mental Deficiency Annual Meeting. Elwyn, Pennsylvania: Elwyn Institute, 1971.

Report of a study to determine difference in production between borderline, average, and bright subjects on a repetitive work task. The hypothesis tested was that borderline retarded young adults, matched by age and sex with intellectually average adults, would not display satistically significant differences in productivity level on a repetitious work task. Method, results and conclusions are included.

638 Brolin, D., & Wright, G., Implementing rehabilitation recommendations for the mentally retarded. American Journal of Mental Deficiency, 1971, 75(5), 586-592.

An investigation into the extent to which evaluators' recommendations were followed for a group of mentally retarded clients who had completed an evaluation. Recommendations were in the areas of social, medical, psychological, vocational, and educational.

639 Corlett, E., Salvendy, G., & Seymour, W., Selecting operators for fine manual tasks: A study of the O'Connor Finger Dexterity Test and the Purdue Pegboard. Occupational Psychology, 1971, 45, 57-65.

An investigation into the use of the O'Connor Finger Dexterity Test and the Purdue Pegboard for selection of workers for fine manual tasks. Two studies are described: the effects of practice on work performance and a study of the reliability of the two tests.

640 Czerwionka, J., & Birch, J. (Eds.), Abstracts of articles on assessment and the socially handicapped. Pittsburgh, Pennsylvania: University of Pittsburgh, 1971, 2(1).

A volume of abstracts (fourth in a series) from 1966 through 1970 on assessment and the socially handicapped. Includes a key term index in the abstracts to refer readers to relevant articles.

641 Pacinelli, R., (Ed.), Research utilization in rehabilitation facilities. Washington, D.C.: International Association of Rehabilitation Facilities, 1971.

Contains a collection of papers presented at the International Conference on Research Utilization in Rehabilitation Facilities held in four cities, New York, Washington, Hot Springs, and Chicago. Articles relevant to evaluation included are: Gellman (Principles Guiding Vocational Evaluation); Tamminen (Vocational Assessment: Some General Remarks and a Review of Finnish Experiences); Gordon (A Medical View of Vocational Evaluation); Rosenberg (Job Evaluation Through the "TOWER" Work Sample Approach); Hume (Assessment and Objective Measurement of Work Capacity of the Severely Physically Disabled, Based on Predetermined Time Standards); Ross (Conceptual Model of a Professional Evaluator); Sink (Change--The Need for Vocational Evaluation); Dawis (A Theory of Work Adjustment); Sax (Materials Development Center: A National Resource for Materials on Work Evaluation and Work Adjustment).

642 Gellman, W., Principles guiding vocational evaluation. In R. Pacinelli (Ed.), Research utilization in rehabilitation facilities. Washington, D.C.: International Association of Rehabilitation Facilities, 1971.

A discussion of the principles, processes, and technics underlying vocational evaluation practice. Presents theoretical assumptions covering the work sector, the work personality, developmental aspects of work personality, work personality models, and vocational evaluation goals.

643 Tamminen, A., Vocational assessment: Some general remarks and a review of Finnish experiences. In R. Pacinelli (Ed.), Research utilization in rehabilitation facilities. Washington, D.C.: International Association of Rehabilitation Facilities, 1971.

Presentation of general trends and procedures of work assessment in Finland. Included are detailed diagrams of the procedure followed in the rehabilitation process. Describes work testing and the use of actual job samples in the country's work clinics.

644 Gordon, E., A medical view of vocational evaluation. In R. Pacinelli (Ed.), Research utilization in rehabilitation facilities. Washington, D.C.: International Association of Rehabilitation Facilities, 1971.

Discusses aspects of the clients' living and working situations which must be considered by the vocational evaluator such as physical barriers and environment, personality characteristics and emotional disorders, and the importance of the family milieu.

645 Rosenberg, B., Job evaluation through the "TOWER" work sample approach. In R. Pacinelli (Ed.), Research utilization in rehabilitation facilities. Washington, D.C.: International Association of Rehabilitation Facilities, 1971.

Resume of the development, use and validation of the TOWER approach to work evaluation. Also reports on follow-up studies of clients who were evaluated by TOWER and a study conducted with cerebral palsy clients using TOWER.

646 Hume, B., Assessment and objective measurement of work capacity of the severely physically disabled, based on predetermined time standards. In R. Pacinelli (Ed.), Research utilization in rehabilitation facilities. Washington, D.C.: International Association of Rehabilitation Facilities, 1971.

Description of a system to measure the ability of the disabled to perform work motions and to perform sequences of these motions. The Modular Arranged Predetermined Time Standards (MODAPTS) is based on predetermined time standards. Describes equipment to measure forearm movements, finger movements, wrist movements, "put" and "get" movements, eye use and decision making, pronation-supination, and palmar grasp and pincer grip.

647 Ross, D., Conceptual model of a professional evaluator. In R. Pacinelli (Ed.), Research utilization in rehabilitation facilities. Washington, D.C.: International Association of Rehabilitation Facilities, 1971.

Discussion of specific areas of knowledge and skills needed by the vocational evaluator: understanding the role and meaning of work; knowledge of medical information, psychology, testing concepts, research skills, vocational information, philosophy of rehabilitation, interviewing skills, work adjustment programs; and information in supportive areas of work, e.g., wage and hour regulations, and report writing.

648 Sink, J., Change--the need for vocational evaluation. In R. Pacinelli (Ed.), Research utilization in rehabilitation facilities. Washington, D.C.: International Association of Rehabilitation Facilities, 1971.

Discussion of the changing philosophy of vocational evaluation. Indicates need for change and presents goals for vocational evaluation in the future.

649 Dawis, R., A theory of work adjustment. In R. Pacinelli (Ed.), Research utilization in rehabilitation facilities. Washington, D.C.: International Association of Rehabilitation Facilities, 1971.

A review of the development of the Minnesota Studies Theory of Work Adjustment and its application to the rehabilitation process.

650 Sax, A., Materials Development Center: A national resource for materials on work evaluation and work adjustment. In R. Pacinelli (Ed.), Research utilization in rehabilitation facilities. Washington, D.C.: International Association of Rehabilitation Facilities, 1971.

Statement of the purpose of the Materials Development Center and its functions--the information service and research utilization and development.

651 Dunn, D., Comparison of the JEVS, Singer/Graflex, and TOWER work evaluation systems. Menomonie, Wisconsin: University of Wisconsin - Stout, Department of Rehabilitation and Manpower Services, Materials Development Center, 1971.

Compares the three work evaluation systems now available on the market in the areas of development, organization, process, administration, scoring and norms, observation, reporting, utility, training in the use of, and current status.

652 Dunn, D., Estimating the reliability of work samples. Informational Bulletin, Institute for Vocational Rehabilitation, Stout State University, 1971, 3(1).

Presents a step-by-step procedure which can be used by the evaluator to estimate the reliability of work sample scores and to determine if they are affected by learning or fatigue.

653 Dunn, D., Guide to the use of data, people, and things concept in work evaluation. Unpublished paper, Stout State University, 1971.

A guide to the use and an explanation of the data, people, things concept as related to work evaluation. Includes index to worker trait groups by the last three digits of the occupational code numbers.

654 Dunn, D., Separating learning from performance in work evaluation. Informational Bulletin, Institute for Vocational Rehabilitation, Stout State University, 1971, 3(2).

A discussion of the necessity of separating client learning from client performance on work evaluation tasks, the purpose of which is to arrive at an accurate picture of the client's actual performance following the learning or teaching procedure.

655 Finch, C., & Impellitteri, J., The development of valid work performance measures. Journal of Industrial Teacher Education, 1971, 9(1), 36-49.

Relates guidelines for development of work performance measures. Objectives of work performance are examined along with strategies of the decision making process, types of work performance measures, validity of work performance measures, reliability of work performance measures, and measurement errors that affect the reliability work performance measure.

656 Fry, R. (Ed.), Work evaluation: An annotated bibliography, 1947-1970. Menomonie, Wisconsin: Stout State University, Department of Rehabilitation and Manpower Services, 1971.

Contains descriptive annotations of 403 articles, speeches, and publications related to work as a tool for evaluation with annotations listed by year of publication.

657 Fry, R., Genskow, J., & Sax, A. (Eds.), Proceedings of the Decatur seminar. Menomonie, Wisconsin: Stout State University, Department of Rehabilitation and Manpower Services, 1971.

An 80 page monograph which contains detailed descriptions of seven highly developed evaluation programs serving Illinois DVR. Preparation of this monograph followed a two-day seminar held at Decatur Evaluation Center in which evaluators of the seven facilities shared ideas on the theory and process of work evaluation.

658 Hoffman, P., History of the Vocational Evaluation and Work Adjustment Association. Vocational Evaluation and Work Adjustment Bulletin, 1971, 4(3), 6-16.

A resume of the development of the VEWAA from its inception to the present. Includes brief history of the first professional organization of evaluators, The American Association of Work Evaluators (AAWE). Discusses work involved in and during preliminary stages of formation, first officers, purposes of the organization, types of memberships, and growth of the organization to its present status.

660 Vocational Evaluation and Work Adjustment Association, VEWAA code of ethics. Vocational Evaluation and Work Adjustment Bulletin, 1971, 4(3), 25-28.

A code of ethics for Vocational Evaluation and Work Adjustment Association (VEWAA) members.

661 Barton, E. (Ed.), Topical review, rev. of Pruitt, W., Readings in work evaluation - I (Stout State University). Vocational Evaluation and Work Adjustment Bulletin, 1971, 4(3), 33-40.

A review of Readings in Work Evaluation - I by W. Pruitt.

662 Gannaway, T., & Caldwell, T., The Singer/Graflex vocational evaluation system. In A. Sax (Ed.), Innovations in vocational evaluation and work adjustment. Vocational Evaluation and Work Adjustment Bulletin, 1971, 4(3), 41-42.

A description of the Singer/Graflex Vocational Evaluation System including occupational areas covered and information on field testing.

663 McCandless, G., The group: A medium for growth. Vocational Evaluation and Work Adjustment Bulletin, 1971, 4(1), 8-10.

A discussion of the value of sensitivity training for vocational evaluators. Indicates areas within the evaluation process where sensitivity training is beneficial to the evaluator such as information gathering, communication with the client, dissemination of client information to other team members, and development of a feasible vocational plan.

664 Jones, R., Vocational evaluation as activity counseling. Vocational Evaluation and Work Adjustment Bulletin, 1971, 4(1), 11-15.

Presents argument for the inclusion of an increased level of counseling by vocational evaluators in the vocational evaluation process. Suggests that evaluator training programs should consider the therapeutic impact of the client-counselor relationship in addition to training for assessment of skill level.

665 Kleinschmidt, G., A comparison of psychological and psychomotor tests to determine the best predictor of vocational success. Vocational Evaluation and Work Adjustment Bulletin, 1971, 4(1), 16-20.

Report of a study that was designed to develop a test predictor of success in a workshop setting for the mentally retarded. Study was conducted with 30 institutionalized patients of the Brainerd State Hospital whose IQ's ranged from 40 to 75. Tests used in the study were: Minnesota Rate of Manipulation Placing Test; Minnesota Rate of Manipulation Turning Test; GATB Finger Dexterity and Manual Dexterity; Weschler Adult Intelligence Scale (both total and performance scores). Results of study are presented in a concise table and a discussion of findings is presented.

666 Kuhlman, H., The Jewish Employment and Vocational Service Work Sample Battery. In A. Sax (Ed.), Innovations in vocational evaluation and work adjustment. Vocational Evaluation and Work Adjustment Bulletin, 1971, 4(1), 25-27.

A history and description of the Philadelphia Jewish Employment and Vocational Service Work Sample Battery.

667 Barton, E. (Ed.), Topical review, rev. of Kimberly, J., et al., A conceptual framework for the analysis of work behavior in sheltered workshops (Cornell University). Vocational Evaluation and Work Adjustment Bulletin, 1971, 4(1), 21-24.

A review of A Conceptual Framework for the Analysis of Work Behavior in Sheltered Workshops.

668 Barton, E. (Ed.), Topical review, rev. of Button, W., Client behavior in sheltered workshops: Two case studies (Cornell University). Vocational Evaluation and Work Adjustment Bulletin, 1971, 4(1), 21-24.

A review of Client Behavior in Sheltered Workshops: Two Case Studies by W. Button.

669 Lustig, P., The future of vocational evaluation. In C. Smolkin, & B. Cohen (Eds.), New directions in vocational rehabilitation: The stroke patient. Baltimore, Maryland: Sinai Hospital of Baltimore, 1971.

Discusses the current emphasis on the techniques of work evaluation. Purposes of evaluation are examined from the level of current status of the client, analysis of deficits, and reasons and causes for current status. Efficiency of the evaluation process and future trends are also discussed.

670 Nadolsky, J., Review of vocational evaluation theory. In C. Smolkin, & B. Cohen (Eds.), New directions in vocational rehabilitation: The stroke patient. Baltimore, Maryland: Sinai Hospital of Baltimore, 1971.

Different purposes for work evaluation are discussed. Different evaluation points of view are examined: individual trait orientation, environmental setting orientation, and individual-environmental relationship orientation.

671 Rosenberg, B., The effectiveness of the TOWER System with the handicapped. In C. Smolkin, & B. Cohen (Eds.), New directions in vocational rehabilitation: The stroke patient. Baltimore, Maryland: Sinai Hospital of Baltimore, 1971.

Describes the TOWER Work Sample System developed at the Institute for the Crippled and Disabled along with the processes of work evaluation, orientation, and prevocational evaluation. Places particular emphasis on evaluation of the stroke patient. Discusses the increased need for evaluation services as a result of the Family Assistance Plan. Stresses the use of the Dictionary of Occupational Titles (D.O.T.) in evaluating the physical demands of the job. Methods of improving evaluation process and follow-up procedures are suggested.

672 McHugh, P., New approaches in work sample utilization. New York: The Experimental Manpower Laboratory at Mobilization for Youth, 1971.

First section provides an overview of the work sample technique and includes evaluation of work samples, definition of a work sample, work sample development, work sample validity, and purchase information on existing work sample systems. The second section deals with the identification of potential applications for the work sample technique in secondary schools, employment selection and classification, work samples as training system modifiers, work samples as simulated training devices, work samples as data for initial design of training programs, as measures of achievement sampling of job required skills, and as a tool for the industrial engineer.

673 Means, B., Evaluation in the vocational rehabilitation setting viewed as a correlate of brave new world. Rehabilitation Research and Practice Review, 1971, 3(1), 17-19.

Evaluator's chief function is to help free the individual client through evaluation so that he may have a free choice to fail or succeed as opposed to having the evaluator make the decision for the client.

674 Nadolsky, J., Development of a model for vocational evaluation of the disadvantaged, interim report. Auburn, Alabama: Auburn University, Department of Vocational and Adult Education, 1971.

Interim report of a study conducted to develop a model program for vocational evaluation of the disadvantaged. Information was obtained from evaluators who reported on the practices they employed in rehabilitation and manpower oriented evaluation programs. Contains following chapters: introduction to the study, methods and procedures used, results of the study and discussion of results, model development including nature of models and development of a model for vocational evaluation of the disadvantaged, and summary, conclusions and implications of the study.

675 Nadolsky, J., Vocational evaluation theory in perspective. Rehabilitation Literature, 1971, 32(8), 226-231.

Presents three basic points of view that provide the current theoretical basis for vocational evaluation: individual trait orientation, environmental setting orientation, and individual-environmental relationship orientation. Seven basic assumptions are provided for each of the three points of view and their advantages and limitations noted.

676 Nolan, N., Atlanta Employment Evaluation and Service Center. Rehabilitation Record, 1971, 12(1), 16-19.

An overview of the Atlanta Employment Evaluation and Service Center. Describes the complete community of social and rehabilitation agencies housed under one roof in a depressed economic area of Atlanta. The center is designed to serve the client with a team approach consisting of counselor, social worker and evaluator. Clients come from hardcore poor area and are culturally deprived and underpriviledged.

677 Oswalt, J., & Parker, M., VR viewed by an industrial engineer. Journal of Rehabilitation, 1971, 37(2), 17-19.

Describes different aspects of a sheltered workshop operation where an industrial engineer can be of service. Areas of particular importance discussed are: contract procurement, contract fulfillment with modification of techniques and architectural barriers, tool design, and standards and controls on quality of production.

678 O'Toole, R., & Mather, R., Work experience: Transition from school to employment for mentally retarded youth. Cleveland: Vocational Guidance and Rehabilitation Services, 1971.

Report of a project to demonstrate how the use of vocational rehabilitation techniques, notably work evaluation and work adjustment, can be used effectively in a cooperative effort between a public school system, public rehabilitation agency, and voluntary rehabilitation center to train mentally retarded students for employment. Describes the setting at the Vocational Guidance and Rehabilitation Services for the Work Experience Program, the services provided by VGRS (work evaluation, psychological and vocational testing, and work adjustment training), the objectives and goals of the program, and the results of the work experience program. (Research and Demonstration Grant 2058)

679 Rusalem, H., Baxt, R., & Miller, A., *Vocational rehabilitation of the mentally retarded adult: Report of a demonstration project featuring an inter-generational relationship*. New York: Federation Employment and Guidance Service, 1971.

The report of a study of the rehabilitation needs of mentally retarded adults. Incorporated into the rehabilitation was the use of non-mentally retarded handicapped older persons as "buddies" to the mentally retarded clients (inter-generational relationship). Contents of the study are covered in the following areas: statement of the problem; rationale, design, and purpose of the demonstration project; the FEGS rehabilitation program for adult retardates; client characteristics; project outcomes; and conclusions and recommendations of the project. Statistical tables of client characteristics information are included in the appendixes along with samples of forms used. (Research and Demonstration Grant 2346)

680 Sankovsky, R., Rehabilitation counselor training programs and the vocational assessment process. *Rehabilitation Counseling Bulletin*, 1971, *14*(3), 153-157.

An investigation designed to determine the extent of training and experience provided by rehabilitation counselor training programs which would aid in the preparation of vocational evaluators. The study was conducted using the questionnaire method among sixty-two rehabilitation counselor training programs. An analysis of the results and a discussion of their implications is included.

681 Smith, F., A rehabilitation counselor's model for work evaluation reports. *Journal of Applied Rehabilitation Counseling*, 1971, *2*(4), 191-193.

Examines current problems of the work evaluation report from a counselor's point of view. Described is a model report including three basic sections: disability and limitations, client assets, and alternative vocational plans and reasons for their inclusion in an evaluation report.

682 Tillman, E., The learning curve in work evaluation. *Informational Bulletin*, Institute for Vocational Rehabilitation, Stout State University, 1971, *3*(5).

Defines a learning curve and discusses the need for repeated trials on evaluation tasks in order to establish this curve. Presents an example which may be used as a guideline in plotting a learning curve.

683 Wilson, E., The use of psychological tests in diagnosing the vocational potential of visually handicapped persons who enter supportive and unskilled occupations. *The New Outlook for the Blind*, 1971, 79-87.

A discussion of the use of five types of psychological tests for diagnosing the vocational potential of visually handicapped persons. Tests described include those of spatial and mechanical abilities, intelligence, perceptual accuracy, motor abilities, and personality.

688 Brown, L., et al., Increasing individual and assembly line production rates of retarded students. *Training School Bulletin*, 1971, *67*, 206-213.

A demonstartion involving six trainable level students whose work arrangements and reinforcements on an envelope stuffing assignment were manipulated to determine the ability to increase productivity on both an individual and assembly line basis. Verbal and tangible reinforcements were used independently and in combination. Results and implications for future use are discussed.

689 Brown, L., et al., Effects of consequences on production rates of trainable retarded and severely emotionally disturbed students in a public school workshop. Unpublished paper, University of Wisconsin, 1971.

Report of a public school prevocational demonstration project designed to increase the collating production rates of trainable retarded and severely emotionally disturbed students to a competitive production level. Charts were used as visual reinforcers to increase production. Results and a discussion of each client's performance are presented in detail.

690 U.S. Department of Health, Education, and Welfare, Rehabilitation Services Administration. *Expanding the joint use of evaluation facilities by disability determination units and vocational rehabilitation*. Seventh Institute on Rehabilitation Services, Washington, D.C.: Author, 1969.

Study report of procedures for expanding the use of evaluation facilities to meet the needs of both social security disability determination units and vocational rehabilitation agencies. Subjects include policy and practice in use of evaluation facilities by disability determination units and vocational rehabilitation agencies, samples of evaluation reports from facilities and important aspects to be considered in the evaluation of social security disability claimants. (SRS Publication No. 72-25014)

691 Hoffman, P., Work evaluation: Some thoughts and comments. Speech presented at the Texas Division of Vocational Rehabilitation, Houston, Texas, February 1969.

Points out value and increased use of work evaluation in the state-federal program of vocational rehabilitation services. Discusses the following areas: problem of lack of common definitions; distinction between work evaluation and work adjustment; problem of lack of knowledge by some professionals of the work evaluation process; significance of work evaluation's face validity; lack of trained evaluation personnel; proper orientation of client to work evaluation; opportunities through the technical assistance act; need for proper standards; and level of payment for evaluation and work adjustment services.

692 Stephens, T., & Snyder, L., *Using behavioral approaches with delinquent youth and implications for vocational assessment: A selected review*. Pittsburgh: University of Pittsburgh, School of Education, 1970.

A review of reinforcement theory as a basis for the rehabilitation of delinquent youth. Three approaches are presented and discussed: operant conditioning, contingency management, and social modeling. Discussion and review of related literature is included. (Social and Rehabilitation Service Grant RT-14)

693 Endres, J., et al., Road to new horizons: Adjustment training. Gracewood, Georgia: Gracewood State School and Hospital, Office of Rehabilitation Services, 1971.

A manual designed as a program guide for teaching in the areas of personal adjustment, social adjustment, work adjustment, and preparation for community living. Curriculum is directed to the level of the educable mentally retarded client. Sub-topics include self-evaluation, personal health and hygiene, personal appearance and grooming, establishing basic etiquette, social relationships, use of leisure time, vocational adjustment, money management and consumer education, home and family adjustment, and community orientation. Each individual teaching unit contains lesson plans, teaching materials, and measures for evaluating the effectiveness of the unit.

694 Allen, C., & Sax, A., Norms and performance standards for work sample scores. Menomonie, Wisconsin: University of Wisconsin - Stout, Department of Rehabilitation and Manpower Services, Materials Development Center, 1972.

Compares advantages and limitations of several types of work sample norms including client norms and general population and industrial norms. The work measurement techniques of predetermined motion time system and stopwatch time study are discussed along with their application to work samples.

695 Anderson, W., & Cox, W., Intelligence and work adjustment in a NYC population. Journal of Employment Counseling, 1972, 9(3), 126-129.

Report of a study to determine the usefulness of an intelligence test (Wonderlic) for predicting the work adjustment of a group of disadvantaged youth.

696 Dunn, D., Validating work evaluation procedures. Paper presented at Short-Term Training Program, University of Wisconsin - Stout, Menomonie, Wisconsin, 1971.

Describes techniques for validating work evaluation procedures including work samples and situational assessment. Defines and discusses content validity, construct validity, incremental validity, criterion related validity, concurrent validity, and predictive validity.

697 Arkin, R., Smith, R., & Uslan, S., How to maintain a social reinforcement program. Los Angeles: Mentec Corporation, 1972.

A manual designed to present methodology for maintaining a social reinforcement system for the purpose of shaping job behaviors. Areas covered include: monitoring and evaluation of the performance of workers in the social reinforcement system and developing the information into a feedback system; maintaining and improving the feedback system; and incorporating it into industrial situations. (Manpower Administration Contract No. 82-05-70-05)

698 Backer, T., Methods of assessing the disadvantaged in manpower programs: A review and analysis. Log Angeles: Human Interaction Research Institute, 1972.

Reviews and analyzes means of assessing skills, abilities, interests, and work habits of the disadvantaged, such as paper and pencil tests, projective techniques, vocational evaluation, commercially available work sample systems (Singer/Graflex Vocational Evaluation System, TOWER System, and Philadelphia JVS Work Sample Battery), interviews, etc. Advantages and disadvantages of each method are discussed. (Manpower Administration Grant No. 92-06-72-07)

699 Baker, R., Determining the goals and techniques of adjustment services. Rehabilitation Counseling Bulletin, 1972, 16, 29-40.

Determination of adjustment goals are examined in regard to medical, economic, educational, social, psychological, and vocational areas. Six general techniques of adjustment services - individual counseling, group counseling, work experience setting, behavior modification, attitude therapy, and individual and classroom instruction - are defined with merits, objectives, and problems of each identified.

700 Barad, C., Evaluating vocational evaluation. Journal of Rehabilitation, 1972, 38(3), 36-40.

A discussion of the need for evaluation of vocational evaluation in regard to its worth as part of the vocational rehabilitation process. Need for controlled, descriptive validation and evaluative research utilizing survey, correlational, and experimental strategies is presented.

701 Cull, J., & Colvin, C., Dilemma diagnosed. Journal of Rehabilitation, 1972, 38(3), 28-29, 42.

Examines the relationship between vocational rehabilitation facilities and the state DVR agency and methods for improving the quality of facility services in order to strengthen the partnership and cooperation between the two agencies. Discusses the quality and staffing of evaluation and work adjustment programs and emphasizes the need for workshop services to be oriented to realistic competitive employment.

702 Daniels, L., An experimental edition of a rating scale of vocational adjustment for the mentally retarded. Training School Bulletin, 1972, 69(2), 92-98.

Presentation of a vocational adjustment rating scale comprised of 127 traits to determine employability or employability potential of the mentally retarded. The traits are keyed as being positive or negative and directly or indirectly related to work adjustment. Scale designed to be used in occupational training centers, sheltered workshops, or rehabilitation centers.

703 Denholm, D., & Baker, R., Client evaluation and physiological measurement. Rehabilitation Literature, 1972, 33(6), 170-173, 179.

A discussion of the need for quantitative evaluation of physical tolerance and endurance in determining client potential. Two methods of measuring - oxygen consumption and heart rate measurement - are discussed as they relate to evaluation.

704 Domino, G., & McGarty, M., Personal and work adjustment of young retarded women. American Journal of Mental Deficiency, 1972, 77(3), 314-321.

Report of a study to investigate correlation of personal adjustment and work adjustment in mentally retarded young adults. Contains a description of the instruments used; Sonoma Check List to rate personal adjustment, and WARF (Work Adjustment Rating Form) to measure work adjustment.

705 Fry, R. (Ed.), Work adjustment: An annotated bibliography, 1953-1971. Menomonie, Wisconsin: University of Wisconsin - Stout, Department of Rehabilitation and Manpower Services, Materials Development Center, 1972.

Contains descriptive annotations of 161 articles, speeches, and other publications related to the process of work adjustment. Entries arranged alphabetically within year of publication. Rotated title index included. (Research and Demonstration Grant 12-P-55307/5)

706 Fry, R. (Ed.), Work evaluation: An annotated bibliography, 1947-1970, 1971 Supplement. Menomonie, Wisconsin: University of Wisconsin - Stout, Department of Rehabilitation and Manpower Services, Materials Development Center, 1972.

First annual supplement contains descriptive annotations to 89 articles, speeches, and other publications related to work as a tool for evaluation. Entries arranged alphabetically within year of publication. Rotated title index included. (Research and Demonstration Grant 12-P-55307/5)

707 Gelfand, B., The work evaluation setting as a student learning laboratory. Rehabilitation Literature, 1972, 33(2), 40-43, 52.

The value of the work evaluation setting as effective laboratory for teaching technics and concepts to students engaged in training for the counseling and rehabilitation professions is discussed. A definition of the work evaluation process is offered and the advantages of the laboratory as a test of functional ego qualities are noted.

708 Gold, M., Stimulus factors in skill training of retarded adolescents on a complex assembly task: Acquisition, transfer, and retention. American Journal of Mental Deficiency, 1972, 76(5), 517-526.

Results of a study conducted to develop a structure and methodology for studying the application of stimulus control procedures to the acquisition of complex work tasks. The participants of the study were retarded adolescents who did not have severe sensorial or physical handicaps and who had IQ's of 60 or below. A 15- and a 24-part bicycle brake assembly were used with the groups. One assembly was by form only and one was by color-form assembly. Discusses the implications of the study as they pertain to possible uses for training purposes.

709 Hansen, C., Work adjustment in the sheltered workshop. Vocational Evaluation and Work Adjustment Bulletin, 1972, 5(3), 12-19.

Critical areas of personnel and operation in the development of a work adjustment program are examined. Also covers importance of proper reporting and includes an example of a work adjustment curriculum outline.

710 Hoffman, P., Stanford, C., & Wesolek, J., Motivating reluctant learners through vocational evaluation. Vocational Evaluation and Work Adjustment Bulletin, 1972, 5(3), 27-32.

Description of a program in which non-motivated high school age students (reluctant learners) were placed in a two-week vocational evaluation program. Effects of the work evaluation-work exploration program are discussed in relation to changes in attitudes, school work assignments, appearance, and relationships with teachers and employers.

711 Nadolsky, J., The unreality of real work (Editorial). Vocational Evaluation and Work Adjustment Bulletin, 1972, 5(3), 6-8.

Presents advantages and disadvantages of real work (e.g., sub-contracts) in sheltered workshops. Emphasizes the need to keep such work experiences in line with client interests, abilities, and needs rather than production.

712 Thomas, K., The affective meaning of work to the physically disabled. Vocational Evaluation and Work Adjustment Bulletin, 1972, 5(3), 20-26.

Report of a study designed to provide descriptive information on the relationships between selected demographic characteristics of the physically disabled and their effective perceptions of work. Semantic differential scales were used on five variables - age, education, intelligence, years of work experience, and age at disability onset. How these variables affect the disabled person's views of work are discussed.

713 Tomko, M., Coming changes in vocational evaluation. Vocational Evaluation and Work Adjustment Bulletin, 1972, 5(3), 9-11.

A discussion of changing trends in employment, i.e., shorter work week, more automation, etc., and how this will make it necessary for vocational evaluators to broaden their scope to evaluate for non-work activities as work related activities.

714 Allen, C., The Kenosha Achievement Center's behavioral objectives approach to facility services. In A. Sax (Ed.), Innovations in vocational evaluation and work adjustment. Vocational Evaluation and Work Adjustment Bulletin, 1972, 5(3), 39-4[illegible].

Description of a manual based upon a behavioral objectives approach to client services at Kenosha, Wisconsin. Revised manual format is briefly described including the three major divisions of the manual.

715 Barton, E. (Ed.), Adjustment services for clients with mental health problems: A community-based enterprise, rev. of Lamb, H., et al., Rehabilitation in community mental health (Jossey-Bass, Inc.). Vocational Evaluation and Work Adjustment Bulletin, 1972, 5(3), 33-38.

Review of a book, Rehabilitation in Community Mental Health, by H. Lamb, et al., which provides insights and information on community-based approaches and resources for rehabilitation of the mentally ill.

717 Barton, E. (Ed.), The assessment of rehabilitation client feasibility, rev. of Hammond, C., Wright, G., & Butler, A., Caseload feasibility in an expanded vocational rehabilitation program, and Bolton, B., Butler, A., & Wright, G., Clinical versus statistical prediction of client feasibility (University of Wisconsin - Madison). Vocational Evaluation and Work Adjustment Bulletin, 1972, 5(1), 26-34.

Review of two studies conducted by the RRRI at Madison regarding the assessment of rehabilitation client feasibility. The publications reviewed are: Caseload Feasibility in an Expanded Vocational Rehabilitation Program by Hammond, Wright, & Butler; and Clinical Versus Statistical Prediction of Client Feasibility by Bolton, Butler, & Wright.

718 Daughtrey, W., Jr., Vocational evaluation: Some fundamental propositions. Vocational Evaluation and Work Adjustment Bulletin, 1972, 5(1), 12-17.

Defines vocational evaluation and presents three proposals with discussion of their relation to the definition: (a) significance of individual differences, (b) significance of occupational information, (c) significance of matching client to job. Presents a model of the steps in the vocational evaluation process.

719 Hoffman, P., Some comments on vocational evaluation as activity counseling. Vocational Evaluation and Work Adjustment Bulletin, 1972, 5(1), 22-25.

A rebuttal to the article, "Vocational Evaluation as Activity Counseling" by R. Jones (VEWAA Bulletin, March 1971). In rebuttal Hoffman cites specific references describing the broad spectrum of training and experience to which evaluators are exposed in evaluation training programs. Emphasizes that in training and actual practice, a distinction exists between activity counseling and vocational evaluation.

720 Nadolsky, J., Titles and their implications (Editorial). Vocational Evaluation and Work Adjustment Bulletin, 1972, 5(1), 5-7.

Discusses the need for agreement upon and standardization of the terminology in vocational evaluation and work adjustment in order to avoid confusion and maintain consistency among professionals.

721 Otto, N., The Job Seeking Skills Package. In A. Sax (Ed.), Innovations in vocational evaluation and work adjustment. Vocational Evaluation and Work Adjustment Bulletin, 1972, 5(1), 35-37.

A description of the Minneapolis Rehabilitation Center's Job Seeking Skills Package which is designed as a systematic approach to teach groups of job applicants how to get jobs independently. Information regarding content and necessary training for administration is included.

722 Rosenberg, B., The use of work samples for the cerebral palsied. Vocational Evaluation and Work Adjustment Bulletin, 1972, 5(1), 18-21.

Description of a clerical and industrial work sample program at Institute for the Crippled and Disabled designed to meet the special evaluation needs of the cerebral palsied. Lists five major areas for which work samples were developed: manual dexterity, clerical ability, basic hand tool evaluation, basic vocational equipment, and academic skills. Discusses employability of the cerebral palsied and makes vocationally oriented recommendations.

723 Rice, B., Prescriptive vocational evaluation. Vocational Evaluation and Work Adjustment Bulletin, 1972, 5(1), 8-11.

Emphasizes the need for vocational evaluators to prescribe specific procedures, methods, and programs to other rehabilitation personnel who will be responsible for services following client evaluation. Describes vocational evaluator's role as having two parts, diagnosis and prescription.

724 Barton, E. (Ed.), The nature of the vocational evaluation process, rev. of Nadolsky, J., Development of a model for vocational evaluation of the disadvantaged, interim report (Auburn University). Vocational Evaluation and Work Adjustment Bulletin, 1972, 5(2), 28-35.

Review of publication by J. Nadolsky, Development of a Model for Vocational Evaluation of the Disadvantaged.

725 Burge, W., The counselor-evaluator relationship: Its nature and effects. Vocational Evaluation and Work Adjustment Bulletin, 1972, 5(2), 16-20.

The roles and relationship of the evaluator and counselor are examined in regard to the provision of more effective services. Use and misuse of evaluation reports are also discussed.

726 Gannaway, T., Occupational exploration: A neglected element in the vocational evaluation process. Vocational Evaluation and Work Adjustment Bulletin, 1972, 5(2), 7-10.

The importance of vocational exploration as part of the total vocational evaluation process is discussed. Defines vocational exploration and describes various approaches to the vocational exploration process as carried out by school guidance, manpower, and rehabilitation programs.

727 Hizer, D., The use of milieu rehabilitation in the adjustment training of the socio-culturally disadvantaged. Vocational Evaluation and Work Adjustment Bulletin, 1972, 5(2), 11-15.

Milieu rehabilitation as used with the socio-culturally disadvantaged is defined and the procedure within a rehabilitation facility described. Important aspects of the program are normalization of behavior, positive growth, a development of group spirit, and group and individual counseling. Possibilities for use of these techniques with other populations are noted.

728 Keyte, G., The role of the vocational evaluator (President's Message). Vocational Evaluation and Work Adjustment Bulletin, 1972, 5(2), 2-3.

Discussion of the need for additional trained vocational evaluators and further research in evaluation methods and techniques to meet increasing demands within the field.

729 Nadolsky, J., Differential purposes of evaluation (Editorial). Vocational Evaluation and Work Adjustment Bulletin, 1972, 5(2), 4-6.

Discussion and comparison of vocational evaluation and accountability evaluation as they pertain to the overall field of vocational rehabilitation.

730 Thomas, S., Development and use of a statewide vocational training services chart. Vocational Evaluation and Work Adjustment Bulletin, 1972, 5(2), 21-27.

Discusses the need for evaluators to have up-to-date information on job training opportunities available for clients. Presents models of two training service charts and step-by-step procedures for developing these charts.

731 Barton, E. (Ed.), Teaching the basic steps in the behavior change process to work adjustment personnel, rev. of Mink, O., The behavior change process (West Virginia University). Vocational Evaluation and Work Adjustment Bulletin, 1972, 5(4), 28-32.

A topical review of the behavior modification manual, The Behavior Change Process, by O. Mink which is written in programmed instruction format and is applicable to work adjustment within a workshop situation.

732 Lane, T., The initial interview in vocational evaluation: Some practical considerations. Vocational Evaluation and Work Adjustment Bulletin, 1972, 5(4), 14-19.

Presentation of the factors to be considered in the vocational evaluation initial interview including the scheduling, setting, establishment of rapport, and content to be covered. Also discusses the content of the evaluation process.

733 Thurgood, K., & Peterson, R., A standardized approach to rating work samples. In A. Sax (Ed.), Innovations in vocational evaluation and work adjustment. Vocational Evaluation and Work Adjustment Bulletin, 1972, 5(4), 33-38.

Description of a work sample rating scale developed to evaluate work samples and their manuals in the areas of normative data, time, cost, safety equipment and tools. Examples of response sheets included.

734 Rice, B., Considerations for improved counselor-evaluator relationships. Vocational Evaluation and Work Adjustment Bulletin, 1972, 5(4), 24-27.

Stresses the need for improvement in the relationship between counselor and evaluator in order to provide better client services. Lists areas for improvement as: empathy, warmth, communication, client concern, and client involvement in the course of evaluation process.

735 McFarlane, F., Behavioral assessment: A structured approach. Vocational Evaluation and Work Adjustment Bulletin, 1972, 5(4), 20-23.

Describes the Longfellow-McFarlane Work Assessment Form (LMWAF) and five major assessment areas including work skills, personal-social adjustment, emotional maturity, work habits, and motivation.

736 Nadolsky, J., Psychometric tests, norms, and social change. Vocational Evaluation and Work Adjustment Bulletin, 1972, 5(4), 5-8.

The need for evaluation personnel to consider the effects a changing society has upon the validity of psychometric tests and their norms is emphasized.

738 Smolkin, C., An important variable in vocational evaluation and work adjustment: Flexibility. Vocational Evaluation and Work Adjustment Bulletin, 1972, 5(4), 2-4.

Discussion of the need for flexibility within the areas of work evaluation and work adjustment. An example of how flexibility was necessitated for one client is used to point out the necessity of flexibility during evaluation and adjustment periods.

739 Browning, P., The work adjustment of the mentally retarded: A frame of reference for practice and research. Eugene, Oregon: University of Oregon, Department of Special Education, 1972.

Discusses the state of theory as it relates to the work adjustment of the mentally retarded. An actual theory of work adjustment (Minnesota Theory of Work Adjustment) is presented along with implications of this theory as a framework for the practitioner and research worker. (Social and Rehabilitation Service Grant RT-16)

740 Osborn, W., Boycan, G., & Haggard, D., Development of a program of instruction for WIN employability orientation. Alexandria, Virginia: Human Resources Research Organization, 1972.

Final report of a Department of Labor sponsored project in which the goal was to produce specific guidelines and instruction for use by WIN project staff in developing and conducting an orientation program to prepare the unemployed and unemployable for job entry. A model program is described which includes curriculum elements, training objectives, instructional methods and procedures, and measures for evaluating individual trainee needs. Instructional areas covered in the orientation program are: food, clothing, health, child care, family relations, money management, community resources, self-concept, vocational goals, grooming and hygiene, job searching, job application, test taking, job interviewing, job assessing, job performance, employee relations, and company and union policies. A study of the effectiveness of a self-vocational assessment project is also reported upon. (See also Instructional Program for Employability Orientation - a product of this research.) (Manpower Administration Contract 51-49-70-06)

741 Goodwill Industries, Milwaukee Area, Inc., Rehabilitation services offered by Goodwill Industries, Milwaukee Area, Inc. Milwaukee: Author, 1972.

A manual of the services and training offered by Milwaukee Goodwill Industries. Descriptions of training areas include clerical, electrical, maintenance and custodial, general mechanics, furniture, graphic arts, cafeteria, and laundry and dry cleaning. The center also provides continuing and remedial education services in cooperation with the Milwaukee public school system. Other services described briefly in conjunction with the training program are: personal adjustment, counseling, remedial and continuing education, occupational and physical therapy, medical supervision, and recreational and developmental activities.

742 Orr, B., Work sample evaluation development project. Philadelphia: Jewish Employment and Vocational Service, 1972.

Final report of a project to assist manpower agencies in developing work sample evaluation programs. Areas of the program covered are: an introduction to the concepts of the program; operation of the program including orientation, training of personnel, and future plans; follow-up technical assistance visits; and description of hardware of the work sample battery. (Manpower Administration Grant 82-40-69-36)

743 Plax, K. (Ed.), An evaluation of the Philadelphia JEVS Work Sample Battery. Research Bulletin, St. Louis Jewish Employment and Vocational Service, August, 1972.

A presentation of the St. Louis JEVS Research Department's views of the strengths and weaknesses of the Philadelphia JEVS Work Sample Battery. Discussion includes the battery's level of effectiveness in discriminating employables from unemployables, lack of industrial norms, and administration procedures.

744 Plax, K. (Ed.), Work samples: Panacea or Pandora's box? Research Bulletin, St. Louis Jewish Employment and Vocational Service, August, 1972.

Views by the staff of the St. Louis JEVS Research Department on the merits and weaknesses of work samples as evaluation tools.

745 Plax, K. (Ed.), The future of work sampling. Research Bulletin, St. Louis Jewish Employment and Vocational Service, August, 1972.

A brief article stressing: need for continued communication between individuals and agencies developing work samples, need for validation of work sample norms, establishment of an industrial basis for standards used in samples, refinement of administration and scoring procedures, and broader scope of jobs included in the job samples.

746 Trybus, R., & Lacks, P., Modification of vocational behavior in a community agency for mentally retarded adolescents. Rehabilitation Literature, 1972, 33(9), 258-266.

Report of a study conducted by the Behavioral Training Unit (BTU) of St. Louis JEVS to determine the applicability of operant methods to the vocationally related behaviors of non-institutionalized, homebound adolescent retardates who presented behavioral problems that prevented their entrance into or continuation in community service agencies for the retarded. Describes some of the clients served, the training unit staff, and a detailed presentation of the procedures used in the study.

747 Timmerman, W., Let's look at SSDI work evaluations. Journal of Rehabilitation, 1972, 38(2), 36-37.

A discussion of the special problems and considerations in the evaluation of SSDI (Social Security Disability Insurance) clients. Emphasizes clear and purposeful evaluation, lucid reporting, and an individualized evaluation program approach for each client.

748 Smith, R., Swack, S., & Uslan, S., Job/behavioral analysis manual. Los Angeles: Mentec Corporation, 1972.

A manual designed to aid supervisors in job training, particularly with the hardcore disadvantaged. Emphasis is upon job analysis as a means of matching trainee to the proper job, and job restructuring as a method by which low level, limited opportunity jobs can be resturctured to provide additional responsibility and allow for further advancement. (Manpower Administration Contract 82-05-70-05)

749 Small, J., Work rehabilitation: An overview. American Archives of Rehabilitation Therapy, 1972, 20(3), 85-90.

A review of the work rehabilitation movement from its inception to the present and its goals. Describes the following techniques for assessing work potential: psychometric testing, job analysis, work sample, and situational method.

750 Schroeder, S., Automated transduction of sheltered workshop behaviors. Journal of Applied Behavior Analysis, 1972, 5(4), 523-525.

Describes methods of applying transducers (measuring devices) to pliers, nutdriver, soldering iron, soldering gun, sorting bins, and assembly procedures as means of measuring amount of tool usage. Correlations with actual work unit output included.

751 Schroeder, S., Parametric effects of reinforcement frequency, amount of reinforcement, and required response force on sheltered workshop behavior. Journal of Applied Behavior Analysis, 1972, 5(4), 431-441.

Discussion of three experiments regarding reinforcement techniques: 1) determination of whether reinforcement with short chains of response was more or less effective than reinforcement with long chains to increase work output; 2) varying ratio reinforcement and required response force to determine whether the different response patterns of clients in the first experiment would be related; and 3) varying the amount of reinforcement while maintaining the frequency of reinforcement. Methods, procedures, and discussion of the results and relationship of each study to the other are presented.

752 Nickoloff, E., Training in diagnostics and evaluation for the specialist in deafness rehabilitation. Journal of Rehabilitation of the Deaf, 1972, 6(2), 98-100.

Discussion of the necessity of counselor and evaluator cooperation for optimal rehabilitation of the deaf client. Warns of the danger of stereotyping deaf clients in evaluation and emphasizes an individualized approach.

753 Lewis, H., The prediction of occupational success and proficiency. Journal of Employment Counseling, 1972, 9(4), 167-174.

Report of a study in which teacher assigned grades, California Test of Mental Maturity scores, GATB scores, and Employee Rating Scale scores were obtained on a group of high school age students to determine the level at which standardized test data and grades predicted occupational success and proficiency.

754 Niziol, U., & DeBlassie, R., Work adjustment and the educable mentally retarded adolescent. Journal of Employment Counseling, 1972, 9(4), 158-166.

A review of the studies which have attempted to measure vocational adjustment of educable mentally retarded adolescents. Two major areas - identification of work adjustment problems, and instruments used to determine job success - are covered with research related to each area discussed.

755 U.S. Department of Health, Education, and Welfare, Rehabilitation Services Administration. Vocational evaluation and work adjustment services in vocational rehabilitation. Tenth Institute on Rehabilitation Services, Menomonie, Wisconsin: University of Wisconsin - Stout, Department of Rehabilitation and Manpower Services, Materials Development Center, 1972.

A guide for rehabilitation counselors in making appropriate selection and use of vocational evaluation and work adjustment programs. Subjects covered include definitions and descriptions of vocational evaluation and work adjustment processes, reporting on client progress, personnel qualifications in the facility, mutual responsibilities between the DVR counselor and facility personnel, cost considerations in purchasing evaluation and work adjustment services, and checklists which can be used when assessing and reviewing a facility's evaluation and work adjustment services.

756 Campion, J., Work sampling for personnel selection. Journal of Applied Psychology, 1972, 56(1), 40-44.

Supports use of work samples for personnel selection and prediction of future work behavior. Discusses the advantages of work samples over traditional methods (psychological testing) in prediction of success for job of maintenance mechanic.

757 Brolin, D., Value of rehabilitation services and correlates of vocational success with the mentally retarded. American Journal of Mental Deficiency, 1972, 76(6), 644-651.

Investigation conducted to determine: a) if mentally retarded persons who received "adequate" rehabilitation services after diagnostic evaluation actually attained a more favorable outcome than those who received "inadequate" services, and b) what variables are significantly related to attaining vocational potential. Two measures were used to evaluate client potential, the Client Evaluation Form developed at the Central Wisconsin Colony and Training School, and the MacDonald Vocational Capacity Scale.

758 Tseng, M., Predicting vocational rehabilitation dropouts from psychometric attributes and work behaviors. Rehabilitation Counseling Bulletin, 1972, 15(3), 154-159.

Describes a study in which the purpose was to examine a number of client attributes and work behaviors as determinants of vocational rehabilitation outcomes. Psychometric attributes measured by tests included aptitudes, brain damage, achievement level, and occupational interest. Work behaviors as rated by an instructor included attitude, cooperation, ability to work with others, reliability, initiative, motivation, punctuality, appearance, courtesy, self-reliance, and work tolerance. Instruments used in this study included the Wechsler Adult Intelligence Scale (WAIS), Revised Beta Examination (RBE), Bender Visual Motor Gestalt Test (BVMGT), Memory-for-Design Test (MFDT), Wide Range Achievement Test (WRAT), Occupational Interest Inventory (OII), Picture Interest Inventory (PII), and an instructor's rating scale (IR). Results and discussion of the study are included.

759 Sawyer, H., Adjustment: A systems approach. Journal of Rehabilitation, 1972, 38(4), 33-36.

Applications of systems approach technology to the process of adjustment services in the rehabilitation facility. Included is the establishment of outcome goals as behavioral objectives, the necessity of feedback, client-counselor involvement in the plan, and evaluation of outcomes. A flow chart is presented and each step is discussed as it relates to the overall systems approach.

760 Pruitt, W., Development and utilization of behavior rating scales. Informational Bulletin, University of Wisconsin - Stout, Department of Rehabilitation and Manpower Services, 1972, 4(1).

Presents quidelines for evaluating behavior rating scales and the types of errors that can be made in the use of such scales. Areas to be considered are: precision and reliability, relevance, validity, length of scale and time required to administer, training time, and rater credibility. Errors fall into the areas of: sampling, response set and/or rater bias, ambiguous items, interpretation, validity criteria, and untrained raters.

761 Nadolsky, J., The effective use of vocational evaluation in rehabilitation. Journal of Rehabilitation Counseling, 1972, 3(1), 10-18.

Discusses the distinguishing characteristics of evaluation facilities (medical, vocational, etc.). Emphasizes the need for referral agents to understand differences in orientation in order to select the most appropriate facility for client evaluation.

762 Zellé, J., The physician as a vocational evaluator and advisor. Industrial Medicine, 1972, 41(1), 20-21.

The psycho-social and vocational aspects of medicine faced by the industrial physician are: directing patients who have had minor surgery or short term illness, dealing with legal or indemnity and health factors on the job, regulating medications which may affect job performance, helping make decisions regarding possible change of jobs or retirement from work. Clinical methodology at the physician's disposal includes controlled testing, consultation, and referral. In order to be more effective in his role, it is stressed that the physician must work in a multidisciplinary capacity with other members of the rehabilitation staff.

763 Gwilliam, R., & Nielsen, V., Preliminary assessment of the goals and procedures of an experimental vocational evaluation service. Salt Lake City: University of Utah, 1972.

Report of a study conducted at Rehabilitation Work Evaluation Work Adjustment Service (RWEWA) agency of Salt Lake Skill Center. The study was to determine the effectiveness of the evaluation services offered by RWEWA. The publication is divided into three major parts: I. Summary, conclusions and recommendations, including environmental and contextual considerations, input and process considerations; II. Evaluation and discussion of study findings; III. Effectiveness of study and how to improve effectiveness. Appendices include client data; taxonomy of goals and expectations for work evaluation services; and instruments used and analysis of data from study.

764 Brown, L., et al., The development of quality, quantity and durability in the work performance of retarded students in a public school prevocational workshop. Training School Bulletin, 1972, 69(2), 58-69.

Describes a public school pre-vocational demonstration program in which the goal was to develop optimum quality, quantity and durability of work attributes by assembling packets of index cards.

765 Osborn, W., et al., An instructional program for employability orientation. Alexandria, Virginia: Human Resources Research Organization, 1972.

An instructional manual which is the product of the DOL research project entitled Development of a Program of Instruction for WIN Employability Orientation. (Manpower Administration Contract No. 51-49-70-06) The objective of the original study was to develop and provide a program instruction model for WIN projects staff for orientation of the unemployed and unemployable to the world of work and to provide a training curriculum for socio-economic adaptation and general employability skills (as opposed to specific job skills). Instructional units, with objectives to be met for each unit, are presented in curriculum outline form in the following areas: food, clothing, health, child care, family relations, money management, community resources, self-concept, vocational goals, grooming and hygiene, job searching, job application, test taking, job interviewing, job assessment, job performance, employee relations, and company and union policies. (Manpower Administration Contract 51-49-70-06)

766 Van Allen, R., & Loeber, R., Work assessment of psychiatric patients: A critical review of published scales. Canadian Journal of Behavioral Science/Rev. Canada. Sci. Comp., 1972, 4(2), 101-115.

Seven scales are reviewed which are designed to rate patients' work attitudes and readiness. The scales are: Wolfe Scale; Clarke Scale; Ravensborg Scale; Ethridge Scale; Distefano & Pryer Scale; Cheadle Scale; Burger Scale. Characteristics of each scale are discussed and presented in table form for comparison.

767 Tillman, K., Predicting job readiness. Louisiana Vocational Evaluation and Work Adjustment Association News, 1972, 3(2), 14-15.

Discussion of the process of work evaluation and work adjustment and how it may be used to predict job readiness of a client.

769 Daniels, L., & Stewart, J., Development of a vocational adjustment rating scale for the mentally retarded. Training School Bulletin, 1971, 68(1), 10-14.

Describes the development of a vocational adjustment rating scale for mental retardates. Scale consists of two parts: the first deals with traits directly related to work adjustment and the second part with indirectly related traits. Contains discussion of the procedure used in establishing validity and reliability of the scale.

770 Plax, K., (Ed.), Task analysis procedures. Research Bulletin, Jewish Employment and Vocational Service, 1972, 1(2), 2-3.

Describes the steps in task analysis procedures used at the Work Experience Center (WEC) of JEVS which are: 1) specify all components of the task; 2) identify the stimuli-cues for each part of the task; 3) demonstrate components in sequence in client trials; 4) reinforcement in task training; and 5) record keeping (exact).

771 Ravensborg, M., Simulated work therapy in improving behavior of regressed schizophrenics. Perceptual and Motor Skills, 1972, 34, 555-558.

Report of the use of simulated work therapy (60 assemply-disassembly and inspection tasks) with chronic schizophrenics in an attempt to change their response to hospital routines.

772 Jackson, G., The use of roleplaying job interviews with job corps females. Journal of Employment Counseling. 1972, 9(3), 130-139.

Discussion of the technique and merits of roleplaying with female Job Corps members. Techniques used to evaluate the effectiveness of roleplaying are: 1) student questionnaire after roleplaying; 2) job applications to measure language ability; 3) transcripts of verbal performance; 4) evaluation forms to both group and audience for self evaluation and cross evaluation; 5) personal assessment of roleplayers by the author; 6) role reversal; 7) projection; 8) mirror - play someone that the client had worked for; and 9) multiple roleplaying (change role from employee to employer). The six major areas of prime benefit of roleplaying (to the counselor) to this study are enumerated.

773 Munn, C., A human factors checklist for vocational evaluators. Menomonie, Wisconsin: University of Wisconsin - Stout, Department of Rehabilitation and Manpower Services, Research and Training Center, 1972.

Presents a 20-item checklist to be used by vocational evaluators in assessing the design of work samples and work stations in vocational evaluation. The items were developed from factors identified by methods engineers as being important to optimal levels of productivity. Use of the checklist as a procedure for identifying design or environmental impediments to optimal performance is illustrated. (Social and Rehabilitation Service Grant RT-22)

774 Loomis, C., Work evaluation in disability decision-making. The NADE Advocate, 1972, 7(2), 6, 14.

A description of a social security disability claimant evaluation program. Includes discussion of intake and orientation, psychological testing, physical capacities testing, work sampling, and observation.

775 Manena, P., Jr., Active or reactive: Two practical approaches to work adjustment. Louisiana Vocational Evaluation and Work Adjustment Association News, 1972, 3(2), 19-21.

Presents two approaches to work adjustment: 1) active - where the work adjustment program is planned prior to a client's entry based upon background information, and 2) reactive - in which the work adjustment process and planning depends on the client's actions while undergoing work adjustment treatment.

779 U.S. Department of Labor, Manpower Administration. Handbook for analyzing jobs. Washington, D.C.: Author, 1972.

A completely revised and updated 1972 Department of Labor publication which supersedes the Training and Reference Manual for Job Analysis published in 1965. Presents a new approach and structured procedure for conducting a job analysis. Through the concepts and techniques presented, current and comprehensive information about job and worker requirements for occupations can be obtained. Especially useful for evaluators who wish to have a guideline for obtaining detailed, specific information about jobs in order to develop evaluation procedures.

781 Vocational Guidance and Rehabilitation Services, An investigation into methods of obtaining and using actual job samples in a work evaluation program, first progress report. Cleveland, Ohio: Author, 1960.

A progress report covering the period from June, 1959 to March, 1960. Objectives were (a) to select and obtain a variety of job samples with high predictive value from local business and industry, (b) to set up the job samples in an evaluation laboratory to simulate actual job environment, and (c) to develop methods for recording and reporting the results obtained. Describes methodology and also following work samples, (a) compression head shock absorber assembly and (b) hand stacking elements for cells of automobile batteries. (Research and Demonstration Grant 412-59)

782 Vocational Guidance and Rehabilitation Services, An investigation into methods of obtaining and using actual job samples in a work evaluation program, second progress report. Cleveland, Ohio: Author, 1961.

Second progress report covering the period from March, 1960 to February, 1961. Objectives were (a) to select and obtain a variety of job samples with high predictive value from local business and industry, (b) to set up the job samples in an evaluation laboratory to simulate actual job environment, and (c) to develop methods for recording and reporting the results obtained. (Research and Demonstration Grant 412-61)

783 Strell, B., et al., Evaluation of the vocational and work classification areas for the cerebral palsied. Miami, Florida: United Cerebral Palsy Rehabilitation Center, 1961.

Report of a project to appraise the vocational potential of cerebral palsied young adults and to increase their employability. Use of the TOWER Work Sample Battery is described. (Research and Demonstration Grant 0358)

784 Irvine, W. (Mrs.), Occupational therapy in job assessment of the mentally handicapped patient. Canadian Journal of Occupational Therapy, 1964, 31(4), 147-151.

Discusses the role of the occupational therapist in the assessment of the mentally handicapped client in relation to (a) assessing patients readiness and motivation to return to a job situation, (b) providing pre-work situations and evaluation methods which measure this readiness, (c) exploring interests and capabilities and suggesting areas for further training and (d) providing practice in interviewing techniques.

785 Llorens, L., Aspects of pre-vocational evaluation with psychiatric patients. Canadian Journal of Occupational Therapy, 1966, 33(1), 5-12.

Defines difference between vocational evaluation and pre-vocational evaluation. Describes work adjustment and work therapy program and includes several case studies of psychiatric patients.

786 Wilkie, E., Guide to the community, Volume I. Elwyn, Pennsylvania: Elwyn Institute, 1967.

Volume I of a three volume instructional series in community survival skills. Originally designed for adult institutionalized retardates, the material has also been used with the culturally deprived. The guides are designed to be used by the student with pictures supporting the dialogue. Section 1 - use of a newspaper to find a job, applying for a job by letters and using the state employment service; Section 2 - the job interview, personal data sheet and first day on the job; Section 3 - keeping the job, what to do if fired or laid off, finding another job, and getting help from the employment service; Section 4 - setting up a budget, use of budget sheets and envelopes; Section 5 - why and where to bank, opening a savings account, depositing and withdrawing money.

787 Wilkie, E., Guide to the community, Volume II. Elwyn, Pennslyvania: Elwyn Institute, 1967.

Volume II of a three volume instructional series in community survival skills. Originally designed for adult institutionalized retardates, the material has also been used with the culturally deprived. The guides are designed to be used by the student with pictures supporting the dialogue. Section 1 - understanding and preparing an income tax return (form shown out of date); Section 2 - understanding, purchasing and collecting on life insurance; Section 3 - understanding differences in health insurance and paying health insurance; Section 4 - understanding and applying for social security and collecting benefits.

788 Wilkie, E., Guide to the community, Volume III. Elwyn, Pennsylvania: Elwyn Institute, 1967.

Volume III of a three volume instructional series in community survival skills. Originally designed for adult institutionalized retardates, the material has also been used with the culturally deprived. The guides are designed to be used by the student with pictures supporting the dialogue. Section 1 - responsibilities of driving a car, drivers test and drivers license, traffic laws, license plates, car inspection and car insurance; Section 2 - locating housing, selecting a neighborhood using real estate offices, apartments; Section 3 - furnishing a home or apartment; Section 4 - legal matters in case of an accident, being arrested or sued; Section 5 - community services available such as mental health, nursing, employment office, vocational rehabilitation, legal aid society, family services, public housing; Section 6 - medical emergencies such as having a family doctor, what to do in case of accidents, broken bones, and other serious accidents.

789 Ravensborg, M., Scale for assessing mental patients' work performance. Psychological Reports, 1968, 22, 611-617.

Description of the M-R Fergus Falls Patient-Employee Rating Scale which was constructed to help objectivize patients' work performance. Includes validity findings.

791 Gale, A., Assessment - a challenge to occupational therapy. Occupational Therapy, 1969, 23-30.

Article based on a number of lectures and discussions on assessment in occupational therapy. Includes following topics: measurement in the behavioral sciences, factors of good psychological tests, reliability and validity, factors determining work efficiency, a sample job specification and a checklist for describing a job operators requirements.

792 Smith, T., & Walls, R., Voluntary delay of reinforcement as a function of model status. Journal of Counseling Psychology, 1970, 17(2), 123-126.

A description of an experiment to determine a client's choice of an immediate or a delayed but larger reward following completion of an assembly task. Also reported upon is the influence of a model's choice on the client in the same situation.

793 Barbee, J., & Keil, E., A job interview training program: A trainer's manual. Fort Collins, Colorado: Colorado State University, Manpower Studies, 1971.

Report consists of a manual for use in the training of the disadvantaged for more effective behaviors during the employment interview. System described makes use of identification of specific behaviors, videotape feedback, role playing, and social reinforcement. (Manpower Administration Grant 82-06-70-19-6)

794 Materials and Information Center, Toward a systems approach to evaluation and adjustment services. Auburn, Alabama: Alabama Rehabilitation Media Service, Auburn University, 1971.

A booklet distributed to supplement a panel presentation on a systems approach to evaluation and adjustment services (NRA National Conference, Chicago, 1971). Discusses and includes flow charts on the evaluation and adjustment processes.

795 Overs, R., Employment and other outcomes after a vocational program in a rehabilitation center. Milwaukee, Wisconsin: Curative Workshop of Milwaukee, 1971.

This is a report of a field study conducted among a random sample from clients who had participated in the Curative Workshop of Milwaukee's Vocational Rehabilitation Program. The clients were studied in regard to employment achievements, methods of securing their jobs, their evaluation of the agency's rehabilitation program, sources of financial support, avocational activities, family relationships, and living arrangements. A summary of follow-up studies is included. Implications of the findings are noted.

796 Rubinson, E., The effect of a positive evaluator bias on attitude and performance of unemployed, disadvantaged workers in a work evaluation setting. (Doctoral dissertation, Temple University) Ann Arbor, Michigan: University Microfilms, 1971.

Report of a study to investigate the effects of a positive evaluator expectancy on the performance and attitudes of unemployed, disadvantaged workers. More specifically, the objectives of the study were to determine the possible effects of an induced positive evaluator bias on the performance of unemployed, disadvantaged workers as measured by the number of work samples they passed and to determine the possible effects of an induced positive evaluator bias on the work attitudes of unemployed disadvantaged workers by use of the Meaning of Work Scale.

797 Arkin, R., Smith, R., & Uslan, S., How to train supervisors in behavior modification. Los Angeles: Mentec Corporation, 1972.

A manual for use as a guide by supervisors in the theory and practical application of behavior modification. The procedures are outlined and presented in the form of four training sessions for supervisors. Designed primarily for use with trainers who will be working with hardcore disadvantaged. (Manpower Administration Contract 82-05-70-05)

799 Collingwood, T., The effects of systematic physical, intellectual and emotional personal adjustment programs, research report. Fayetteville, Arkansas: University of Arkansas, Arkansas Rehabilitation Research and Training Center, 1972.

Discusses the current thrust on acquisition of vocationally oriented skills in vocational adjustment programs and emphasizes the need also for personal adjustment programs (i.e., acquisition of psychological - social skills) to increase client functioning in basic life skills (other than vocational skills). Reports a study to examine the effectiveness of systematic physical, intellectual and emotional interpersonal programs as vehicles to facilitate client personal adjustment on behavioral, social, and psychological dimensions.

800 Dawis, R., Lofquist, L., & Hendel, D., Application of the theory of work adjustment to rehabilitation counseling. Minnesota Studies in Vocational Rehabilitation, Monograph XXX (Bulletin 58). Minneapolis: University of Minnesota, Industrial Relations Center, 1972.

This monograph is the final report on the project entitled "The Minnesota Studies in Vocational Rehabilitation - Work Adjustment Project." Included in this final report is a description of the work adjustment project, the theory of work adjustment, a description of the DVR vocational assessment program (utilizing the Minnesota theory and instrumentation), the DVR follow-up survey and a description of the Vocational Assessment Clinic. The remainder of the monograph lists summaries of previous monographs, summaries of research reports from the project, doctoral dissertations related to the work adjustment project, other publications stemming from the project, computer programs developed by the project, and sample pages of instruments developed by the work adjustment project.

801 Hasselqvist, O., The MTM method - with special reference to the physically handicapped. Scandinavian Journal of Rehabilitation Medicine, 1972, 4, 157-164.

Purpose of the article is to provide information about the MTM (Methods Time Measurement) System as a technique for analyzing manual work and to point out how MTM can be used to the benefit of disabled people. Discusses two purposes for the use of MTM: (a) for use as a functioning test of the handicapped to provide a working ability profile and (b) using MTM for selecting jobs in line with the handicapped persons capabilities.

802 McFarlane, F., Development and validation of a structured behavioral assessment instrument to predict work performance in industry and rehabilitation. (Doctoral dissertation, University of Georgia) Ann Arbor, Michigan: University Microfilms, 1972.

The purpose of the study was to identify unskilled and semi-skilled worker traits and observable behaviors deemed (a) highly acceptable, (b) average, and (c) marginal by employees engaged in the manufacture of goods and to determine the content validity of a structured behavioral assessment instrument. A second purpose was to determine the relationship between the rating on a structured behavioral assessment instrument and the successful employment of vocational rehabilitation clients in manufacturing industries.

803 Rice, B., & Thornton, C., Utilization of a prescriptive vocational evaluation to increase counselor effectiveness. Rehabilitation Research and Practice Review, 1972, 4(1), 59-63.

Presents a description and merits of a "prescriptive" vocational evaluation process which emphasizes specifically prescribes short and long term services, and setting of goals for the client (in addition to traditional observations).

804 U.S. Department of Health, Education, and Welfare, Rehabilitation Services Administration. Rehabilitation of disabled public assistance recipients. Tenth Institute on Rehabilitation Services. Washington, D.C.: Author, 1972.

A report from the study group of the Tenth Institute on Rehabilitation Services on the subject of the rehabilitation of disabled public assistance recipients. Sections include identifying the potential public assistance - vocational rehabilitation client; planning, implementing and evaluating joint public assistance - vocational rehabilitation programs; coordinating resources and skills for better services to the client; and references on job placement materials. Also included is a brief definition of work evaluation and work adjustment and a short description of a cooperative project in Oregon State between work evaluation staff, vocational rehabilitation staff, and public assistance caseworkers, the object of which was better delivery of services to public assistance clients.

805 Uslan, S., Operation pathfinder: Shaping work behavior of ex-offenders and other disadvantaged people using social reinforcement techniques. Los Angeles: Mentec Corporation, 1972.

Documents results of a project which demonstrated application of behavior modification techniques to juvenile parolees and other hardcore disadvantaged. Industrial supervisors were trained to use these techniques, particularly social reinforcement, in shaping work habits and social behaviors of their subordinates. Methodology of acquiring subjects, placing them on jobs, training supervisors, counseling subjects and collecting data is reported. Experimental findings indicate that SR applied to parolees and adult disadvantaged by supervisors resulted in (1) longer job retention, (2) less absenteeism and tardiness, (3) greater productivity and work quality, (4) fewer encounters with law enforcement, and (5) less recidivism than when SR was omitted. (Manpower Administration Contract 82-05-70-05)

806 Alfano, A., A scale to measure attitudes toward working. Journal of Vocational Behavior, 1973, 3(3), 329-333.

A report of a study to develop a scale to measure attitudes toward work and also to determine the relation between length of unemployment time and work attitudes. Results of the use of the "Employment Readiness Scale" included.

807 Allen, C., & Couch, R., Behavior modification in rehabilitation facilities: A review. Journal of Applied Rehabilitation Counseling, 1973, 4(2), 88-95.

A review of behavior modification techniques within a variety of rehabilitation facilities. Cautions against hastily conceived behavior modification programs and suggestions for attaining basic minimal staff skills are presented. A reference list of relevant behavior modification literature is included.

808 Allen, C., & Shinnick, M., Placement through a job trial approach to vocational evaluation. Vocational Evaluation and Work Adjustment Bulletin, 1973, 6(4), 29-33.

A description of a placement program enabling the client to move from the facility into employment of further training in the community when maximum benefits from the facility have been reached. Explains the methodology and lists advantages of this approach.

809 Allen, T., & Dunn, D., Vocational needs and occupational reinforcers of vocational evaluators. Vocational Evaluation and Work Adjustment Bulletin, 1973, 6(4), 22-28.

A report of a study designed to provide answers to two questions: (1) what are the vocational needs of vocational evaluators, and (2) what work reinforcers are available to persons employed as vocational evaluators. Describes method of study and lists needs and work reinforcers determined through study.

810 American Vocational Association. Manpower, human assessment and the disadvantaged: A consumer report on the use and misuse of standardized testing. American Vocational Journal, 1973, 48(1), 85-100.

A discussion of the shortcomings of standardized psychological tests for use with the disadvantaged and a description of a number of alternative assessment techniques. Listed as assessment tools for the disadvantaged: Jewish Employment Vocational Service Work Sample System; The Social Vocabulary Index (Jorgenson); Revised Interaction Scale (Jorgenson); NYC Enrollee Interview Forms I & II (Mandell); NATB or Non-verbal Aptitude Test; Multimedia Orientation (Psychological Corporation); Self-Concept Profiling Technique (O'Mahoney); Self Interview Checklist; Singer/Graflex Vocational Evaluation System; Tolerance for Bureaucratic Structure Scale; TOWER Evaluation System; Tseng Rating Scales; USES Pretesting Orientation Scales; Work Relevant Attitude Scales (Walther); Attraction to Work Scale; Barrier to Work Scale; Loss Scale (Wolf, et al.).

811 Associates for Research in Behavior, Inc., Transition to work: Contribution of the job readiness posture (JRP). Philadelphia: Author, 1973.

The purpose of the study was to evaluate the Vocational Opinion Index, a psychometric instrument designed to measure attitudes toward work, that is, the job readiness posture of trainees in MDT Skill Centers. Contains study summary and copy of the VOI (Vocational Opinion Index).

812 Barad, C., & Lawrence, R., Therapeutic dimensions of work in rehabilitation. The Journal of Applied Rehabilitation Counseling, 1973, 4(3), 171-177.

A review of a number of individual views of work as a positive therapeutic change agent. Notes also limitations of the utilization of work as an adjustment technique and suggests research to determine answers to the following: which clients respond better to work approaches, what work adjustment techniques are best for specific client problems, and effects of the use of work adjustment counselors of varying personality structures and theoretical orientations.

813 Barbee, J., & Keil, E., Behavior modification and training the disadvantaged job interviewee. Vocational Guidance Quarterly, 1973, 22(1), 50-56.

A report of the development of a program to train minority disadvantaged to improve their job interviewing behavior. Discusses attributes in the interviewing situation which interviewers place high value on (confidence, assertiveness, job skill information).

814 Barbee, J., & Keil, E., Experimental techniques of job interview training for the disadvantaged: Videotape feedback, behavior modification, and microcounseling. Journal of Applied Psychology, 1973, 58(2), 209-213.

A report of a training program designed to improve the job interviewing skills of culturally disadvantaged persons. Clients were assigned to one of three following methods: (a) a combined treatment program of videotape feedback and behavior modification techniques, (b) a videotape feedback only program, and (c) a no-treatment (control) program.

815 Barton, E. (Ed.), Vocational evaluation and work adjustment - a personal and human transaction, rev. of Combs, A., Avila, D., & Purkey, W., Helping relationships (Allyn and Bacon). Vocational Evaluation and Work Adjustment Bulletin, 1973, 6(1), 37-41.

Provides a brief overview of the content of the book which emphasized a "humanist" approach in the helping services. Discusses several concepts as they apply to vocational evaluation (compares the humanist approach to behavior modification approach).

816 Blakeslee, B., & Gallo, A., Diversified occupations program for the handicapped senior: "Satellite approach" 1973-1974. Sykesville, Pennsylvania: Nupp Publishing Company, 1973.

A curriculum guide designed to help handicapped adolescents of high school age become self-sufficient and independent members of adult society. The manual was developed cooperatively by Goodwill Industries of North Central Pennsylvania, and the Jefferson County - DuBois Area Vocational-Technical School. Includes description of the work study educational work program and the following study units: finding a job, wise budgeting, banking, income taxes, shopping and buying, importance of good grooming, family living and relationships, insurance, natural resources - conservation, fire prevention, driver education, and understanding democracy. Occupational skill development units described are: laundry and pressing, merchandising, materials handling, secretarial, shoe repair, and appliance repair.

817 Bly, B., & Michael, R., One-the-job evaluations in a general hospital. Rehabilitation Literature, 1973, 34(12), 364-368.

A report describing the on-the-job evaluation program at the University of Michigan Medical Center. Covers methods of establishing work stations, goals of work station evaluations, advantages and disadvantages of the approach, and importance of reporting and communication. Several case histories are included.

818 Board of Education of Baltimore County, Mobile unit to provide vocational evaluation for handicapped children. Towson, Maryland: Author, 1973.

A final report and description of the Board of Education of Baltimore County's project for a mobile unit to provide vocational evaluation for handicapped children. Construction design, moving problems, description and floor plans, and equipment list are included. Procedures, techniques and use of TOWER System as the primary evaluation tool is described along with results of project, work sample descriptions and examples of forms used. (Research and Demonstration Grant 3225)

819 Botterbusch, K., An investigation of the reliability and validity of an assembly work sample. Vocational Evaluation and Work Adjustment Bulletin, 1973, 6(3), 11-19.

A report on the development of an assembly work sample and its subsequent comparison to the manual and finger dexterity aptitudes of the GATB (General Aptitude Test Battery). Definitions of reliability and validity are included along with a description of the methods of the study, results, and discussion.

820 Botterbusch, K., Tests and measurements for vocational evaluators. Menomonie, Wisconsin: University of Wisconsin - Stout, Department of Rehabilitation and Manpower Services, Materials Development Center, 1973.

Contains descriptions of 33 psychometric tests, which, according to an MDC survey, were the tests most commonly used in evaluation facilities. Each test is described in an outline form which contains the following information: purpose, results, administration and scoring limitations, technical considerations, availability, references, and general comments. The publication also includes a second section which lists basic reference materials for testing and statistics. Categories and tests include: Achievement Batteries and Reading Tests - Adult Basic Learning Examination, Davis Reading Test, Gray Oral Reading Test, Nelson-Denny Reading Test, Nelson Reading Test, Peabody Individual Achievement Test; Character and Personality - California Psychological Inventory, Edwards Personal Preference Schedule, Minnesota Multiphasic Personality Inventory, Sixteen Personality Factor Questionnaire; Intelligence - Culture Fair Intelligence Test, Otis Quick-Scoring Mental Ability

Tests, Revised Beta Examination; Multi-Aptitude Batteries - Differential Aptitude Test, General Aptitude Test Battery, Nonreading Aptitude Test Battery; Vocations-Clerical - Minnesota Clerical Test, SRA Clerical Aptitudes, SRA Typing Skills, Stenographic Aptitude Test; Vocations-Interests - Kuder Occupational Interest Survey, Minnesota Importance Questionnaire, Minnesota Vocational Interest Inventory, Ohio Vocational Interest Survey, Picture Interest Inventory, Strong Vocational Interest Blank; Vocations-Manual Dexterity - Crawford Small Parts Dexterity Test, Hand-Tool Dexterity Test, Purdue Pegboard, Stromberg Dexterity Test; Vocations-Mechanical Ability - Bennett Mechanical Comprehension Test, O'Rourke Mechanical Aptitude Test, Revised Minnesota Paper Form Board Test.

821 Botterbusch, K., Wide Range Employment Sample Test. In A. Sax (Ed.), Innovations in vocational evaluation and work adjustment. Vocational Evaluation and Work Adjustment Bulletin, 1973, 6(2), 40-43.

A description of the WREST (Wide Range Employment Sample Test) including each of the ten work samples, administration and time limit information, and advantages and disadvantages.

822 Brolin, D., The facility you choose . . .will using a facility help your client? Journal of Rehabilitation, 1973, 39(1), 24-26.

A discussion of the appropriate choice and use of rehabilitation facilities by rehabilitation counselors. Lists items for consideration in evaluating the worth of a particular facility and also notes a number of things which the counselor must do to enhance the effectiveness of the rehabilitation facilities efforts. Discusses the Minnesota Theory of Work Adjustment as a model for determining the clients work personality (needs) and matching this to an appropriate work environment.

823 Brolin, D., Vocational evaluation: Special education's responsibility. Education and Training of the Mentally Retarded, 1973, 8(1), 12-17.

Recommends that secondary programs should assume a larger responsibility for the vocational development of educable retarded students by initiating vocational evaluation programs as an integral part of curriculum. Reviews components of the vocational evaluation process including clinical, medical, social, educational, and psychological assessment; work evaluation, standardized testing, work and job samples, and situational testing; work adjustment and on-the-job tryouts. Describes and recommends use of the Minnesota Theory of Work Adjustment as a framework for operating a vocational evaluation and placement program.

824 Bruch, M., et al., Modeling, behavior change, and rehabilitation. Columbia, Missouri: University of Missouri-Columbia, Regional Rehabilitation Research Institute, 1973.

Modeling (i.e., social imitation) is a process in which a person learns and changes his behavior as a consequence of having observed another person (a model) perform that behavior. The purpose of this monograph is to introduce the rehabilitation practitioner to the concepts of imitation and observational learnings (modeling) as a behavior change strategy. Definitions, relevant studies and discussion of specific areas of application such as vocational counseling and work adjustment are included.

825 Bryant, F., & Showalter, J., Use of job simulation kits with WIN enrollees. Journal of Employment Counseling, 1973, 10(4), 192-196.

A description of a study conducted to determine the usefulness of job simulation kits (specifically the Job Experience Kits developed by Science Research Associates, Chicago), in facilitating vocational decision making with WIN enrollees.

826 Burleson, G., Modeling: An effective behavior change technique for teaching blind persons. New Outlook for the Blind, 1973, 67, 433-441.

A report on the application of modeling techniques to improve mobility skills, attitudes toward vocational training, and an actual job of assembling handles. Discusses adaptation of modeling through facility and audition in the case where the client has no remaining sight to observe the model.

827 Campbell, J., & Crooks, L., Content validity of job sample measures, Research memorandum 26. Princeton, New Jersey: Educational Testing Service, 1973.

Importance of content validity in work sample measurement and two approaches to development of content validity in work samples measures are discussed. Describes approaches of (a) job simulation and (b) selection of several representative tasks commonly performed by work incumbents. Emphasizes importance of job analysis in both approaches.

828 Close, D., The use of token reinforcement with trainable mentally retarded in a work activity setting. Vocational Evaluation and Work Adjustment Bulletin, 1973, 6(4), 6-14.

The method and the results of a small sheltered workshop token economy behavior modification program are described in which the goals were to increase rates of (a) attendance, (b) punctuality for work, (c) quality and quantity of work output, and (d) social responsiveness (i.e., following directions, positive interaction with staff and co-workers).

829 Corthell, D., & Hoffman, P., A critical response. Rehabilitation Record, 1973, 14(5), 23, 26-28.

A response to Simon Olshansky's article entitled Evaluating Workshop Evaluation (Rehabilitation Record, September-October, 1973). Challenges Olshansky's concept of work evaluation and provides current definitions of the processes of vocational evaluation and work adjustment. Also questions Olshansky's viewpoints on abilities and attitudes, length of evaluation period and strategy for developing human potential. Final section regards the writing style of Olshansky.

830 Crocker, L., Muthard, J., Reinhardt, E., & Wells, S. (Eds.), An index to rehabilitation research and demonstration projects, Volume II, 1955-1973. Gainesville, Florida: University of Florida, Regional Rehabilitation Research Institute, 1973.

An index to the final reports and resultant publications of projects sponsored by the Social and Rehabilitation Service. This publication is a follow-up to the 1955-1970 index and contains titles of 3,200 publications not listed in the original. Index includes subject index, bibliography, author index, and project address.

831 Cull, J., & Hardy, R. (Eds.), Adjustment to work. Springfield, Illinois: Charles C. Thomas, Publisher, 1973.

A collection of readings contributed by a number of authors from the field of work adjustment. Chapter topics include: a description of the VEWAA Association, the future of vocational evaluation and work adjustment, theory of work adjustment, the meaning of work, relationship of work adjustment to leisure adjustment, description of the Materials Development Center, contribution of group work to work adjustment, contribution of psychological evaluation to work adjustment, work adjustment and the Dictionary of Occupational Titles, work adjustment and the mentally ill, work adjustment and the disadvantaged, and vocational potential and work adjustment of the mentally retarded. Also includes examples of vocational evaluation unit forms, social habilitation unit forms, industrial therapy unit forms, and rehabilitation counseling unit forms.

832 Cull, J., & Hardy, R. (Eds.), Vocational evaluation for rehabilitation services. Springfield, Illinois: Charles C. Thomas, Publisher, 1973.

A collection of readings contributed by a number of authors from the field of vocational evaluation. Chapter topics include an overview of work evaluation, role of evaluation in the rehabilitation process, counseling impact of evaluation, a description of the VEWAA Association, evaluating the evaluator, a description of the Materials Development Center, the work sample approach to evaluation, the MODAPTS approach to evaluation, the work evaluation report, utilization of the Dictionary of Occupational Titles, prevocational evaluation, scientific observation in work evaluation, psychological testing in work evaluation, vocational evaluation of the culturally disadvantaged, and the rehabilitation facilities role in evaluating the welfare client.

833 Curtin, K., Work sample dreams - industrial reality. Paper presented at International Association of Rehabilitation Facilities Conference, Miami, June 1973.

Emphasizes the need for development of standard norms and learning curves for work samples and other evaluation measures. Recommends use of industrial engineering techniques so that client performance can be compared to realistic industrial performance standards. Includes a step-by-step procedure for developing and applying the learning curve and for setting a work sample output standard.

834 Daniels, L., Intelligence and vocational adjustment. The Training School Bulletin, 1973, 70(3), 135-139.

A report of an investigation of the relationship between intelligence and vocational adjustment. Indicates that level of intelligence may be more predictive of work behavior than previous studies suggest.

835 Drachman, F., & Kulman, H., New developments in the Philadelphia JEVS Work Sample System. Vocational Evaluation and Work Adjustment Bulletin, 1973, 6(1), 21-24.

Describes new developments in the Philadelphia JEVS Work Sample System including revision of the manual for the work sample program, a description of a research project to determine the efficacy of two different methods of administering and scoring the work samples, preliminary development of an evaluator's work sample handbook, development of a series of training films on the JEVS Work Sample System, removal of the typing work sample from the battery, and development of a standardized list of hardware.

836 Dunn, D., Comment on Vaughn & Scott's "Vocational evaluation: A user's critique". Journal of Applied Rehabilitation Counseling, 1973, 4(4), 248-251.

A commentary on the above paper which discussed the need for and lack of predictive validity in vocational evaluation. The commentary emphasizes the value of vocational evaluation information to aid a counselor in decision making for a client (incremental validity). Also discusses the concept of content representatives (content validity) in an evaluation unit and its importance to the provision of valid information on vocational behavior and performance.

837 Dunn, D., & Korn, T., Community based rehabilitation services for youthful offenders in a rural area. Menomonie, Wisconsin: University of Wisconsin - Stout, Department of Rehabilitation and Manpower Services, Research and Training Center, 1973.

Reports the results of a pilot demonstration project for providing vocational evaluation, vocational awareness, and other rehabilitation services for rural youthful offenders. A description and evaluation of the program and programming recommendations are included.

838 Dunn, D., Estimating work sample development costs. Consumer Brief, 1973, 1(2).

A report of a project in which participants provided cost related data in order to determine costs in work sample development. Table includes low, medium, and high costs on "non-equipment" and "equipment" work samples, and itemizes by hourly costs, man hours, personnel cost, materials, total direct cost, and indirect costs.

839 Dunn, D., Recording observations. Consumer Brief, 1973, 1(1).

A discussion of basic guidelines for observing and recording client behaviors. Emphasizes description of (a) behaviors in observable terms, (b) the situation in which the behavior occurred, (c) what happened - not what didn't happen, and (d) frequency rate and deviation. Also stresses (a) beginning with an action verb, (b) use of terse, direct style, and (c) recording observations immediately.

840 Dunn, D., The Rehabilitation Act of 1973 and the rehabilitation plan: Some implications for vocational evaluators. Unpublished manuscript, Menomonie, Wisconsin: University of Wisconsin - Stout, Department of Rehabilitation and Manpower Services, Research and Training Center, 1973.

A discussion of the implications of the above legislation as it pertains to specificity in evaluation recommendations and their use in the clients vocational rehabilitation plan.

841 Dunn, D., Situational assessment: Models for the future. Menomonie, Wisconsin: University of Wisconsin - Stout, Department of Rehabilitation and Manpower Services, Research and Training Center, 1973.

A summary statement of the practice of situational assessment. The first section provides a brief overview of the topic and the second section describes current practices and some of the attempts to develop a theoretical rationale for these practices. The third section examines future models for practice that could be realized through the application of existing technology. Specifically, job analysis techniques and behavior analysis techniques are examined in relation to their applications to situational assessment practice. The final section summarizes the implications for policy, programming, practice, and research.

842 Dunn, D., The use of power tool training films in vocational evaluation. Consumer Brief, 1973, 2(1).

A discussion of the use of power tool training films as a means of (a) reducing evaluator instructional time, (b) providing expertise in instruction for power tool usage, (c) exposing clients to power equipment, and (d) making optimal use of equipment on hand.

843 Dunn, D., Allen, T., & Mueller, J., Vocational needs, occupational reinforcers, job satisfaction, and job turnover among vocational evaluators. Menomonie, Wisconsin: University of Wisconsin - Stout, Department of Rehabilitation and Manpower Services, Research and Training Center, 1973.

A report of a study which applied the Minnesota Theory of Work Adjustment to the job turnover problem among vocational evaluators. The study reports the Occupational Reinforcer Pattern for vocational evaluators and suggests ways in which facility administrators can improve the job retention of vocational evaluators.

844 Eubanks, J., Fresno Work Evaluation Project. Rehabilitation Research Report, No. 26. Sacramento, California: Department of Rehabilitation, Rehabilitation Research and Statistics Section, 1973.

Contains history, operational procedure, evaluation and final report of the Fresno Work Evaluation Project. Description of referral process, psychometrics, situational assessment, employer contact, interpersonal/social interaction are included along with reporting procedures, clients and staff appraisal of project, and review of agency feedback sessions.

845 Fry, R., (Ed.), Work evaluation and adjustment: An annotated bibliography, 1972 supplement. Menomonie, Wisconsin: University of Wisconsin - Stout, Department of Rehabilitation and Manpower Services, Materials Development Center, 1973.

Second annual supplement contains descriptive annotations of 76 articles, speeches, and other publications related to work evaluation and adjustment. Entries arranged alphabetically within year of publication. Rotated title index included. (Research and Demonstration Grant 12-P-55307/5)

846 Genskow, J., Evaluation: A multi-purpose proposition. Journal of Rehabilitation, 1973, 39(3), 22-25.

A description of the on-the-job vocational evaluation program at the Decatur Evaluation Center, Decatur, Illinois. Lists advantages (and some disadvantages) of on-the-job evaluation. Covers wage considerations, selecting on-the-job evaluation sites, and educating OJE employers.

847 Gerheim, J., The rehabilitation of evaluation services. Vocational Evaluation and Work Adjustment Bulletin, 1973, 6(1), 11-14.

Discusses the lack of a standardized approach in the evaluation process. Presents need for a formally organized program of research to determine what methods of evaluation are effective with certain groups of people. A proposed outline for determining the most effective evaluation practice is included.

848 Gilbertson, K., The use of norms in a rehabilitation setting. Vocational Evaluation and Work Adjustment Bulletin, 1973, 6(2), 16-18.

Defines and explains the meaning of norms and describes types of norms such as industrial, training school, staff and client. Emphasizes the importance of comparing a client's performance with industrial norms as the client will likely have to compete with non-disabled workers in the competitive job market.

849 Gold, M., Factors affecting production by the retarded: Base rate. Mental Retardation, 1973, 11(6), 41-45.

Report of a project to study factors affecting production by the mentally retarded. Suggests that the mentally retarded are capable of producing quantitatively and qualitatively at a level above current expectations. Current evaluation systems (i.e., TOWER, Philadelphia JEVS) are characterized as limiting and misleading.

850 Gold, M., Research on the vocational habilitation of the retarded: The present, the future. In N. Ellis (Ed.), *International review of research in mental retardation*. New York: Academic Press, 1973, 97-147.

A description of the present status of research on the vocational habilitation of the retarded. Includes a history of the sheltered workshop movement in relation to the mentally retarded client and a review of the literature on prediction and evaluation as it applies to intelligence testing, manual dexterity tests, and work sample tasks. A description of experiments to modify rates of existing behavior in work settings is also included. Benefits of industrial engineering including job design, job enlargement, and Methods-Time-Measurement is discussed.

851 Gortner, R., IE's help handicapped workers raise productivity. *Industrial Engineering*, 1973, *5*(4), 10-15.

A discussion of the use of a particular pre-determined time standard system, MODAPTS (Modular Arrangement of Predetermined Time Standards) as a means for setting realistic production standards for the handicapped in a sheltered workshop, and developing efficient work place layouts and methods.

852 Green, W., Development of community based work evaluation sites. *Journal of Minnesota Rehabilitation Counseling*, 1973, *3*(1), 8-11.

Four steps are discussed in the development of job evaluation sites including consideration of client capabilities and needs, researching the employer, initial employer contact, and follow-up contact. Technical problems such as FICA, Workmen's Compensation and other payroll taxes are also discussed.

853 Harris, M., & Venardos, M., Job interview training with rehabilitation clients: A comparison of videotapes and role-playing procedures. *Journal of Applied Psychology*, 1973, *58*(3), 365-367.

Report of a study in which rehabilitation clients were assigned to treatment programs designed to improve job interview behavior. Treatments included videotape feedback and role-playing which were compared to effects of an attention-placebo control group.

854 Henkel, Z., The relationship between vocational evaluation and education as professions in Alabama. *Vocational Evaluation and Work Adjustment Bulletin*, 1973, *6*(3), 24-34.

A report of a study in which the purpose was to explore ways in which evaluators identify with the profession, beliefs, and tenets of education.

855 Hicks, J., & Wieder, D., A study of motivational techniques in the long-term sheltered workshop. *The Training School Bulletin*, 1973, *70*(1), 43-50.

Results of an experiment which focused on increasing motivation in long term clients in respect to work production and in work attitudes and peer relationships. Reinforcement techniques did not produce significant changes in client productivity or social relationships.

856 Hindman, R., Informal workgroup and formal organization interaction: Possible rehabilitation outcomes. *Vocational Evaluation and Work Adjustment Bulletin*, 1973, *6*(3), 35-44.

Formal and informal organization (social systems and work group membership) among clients in a sheltered workshop is examined as it relates to production. Information on previous studies of this nature in competitive employment situations is included.

857 Holbert, W., & Walker, M., A comparison of the effectiveness of clinical judgment with objective evaluation in the prognosis of rehabilitation outcome. *Journal of Applied Rehabilitation Counseling*, 1973, *4*(1), 32-40.

Report of a Research and Demonstration grant project conducted at the Atlanta Employment Evaluation and Service Center which compares judgments of various staff members for accuracy of prognosis of client potential. Particular attention is given to the role of self-concept in work potential of the disadvantaged, and possible approaches for changes are suggested.

858 Human Resources Center, INA Mend Institute, *Matching job and worker characteristics work supplement for the aged*. Rehabilitation Series 6, Albertson, New York: Author, 1973.

A description and final report of Project Senior Abilities, designed to match the talents and needs of older workers with specific job requirements. Deals with older workers employment problems, employment requirements, employer attitudes, staff and project setting, and results of the project. Lists areas in which employment for older workers was most likely.

859 Jarecke, W., Identifying the vocational potential of a disadvantaged population. *Vocational Evaluation and Work Adjustment Bulletin*, 1973, *6*(2), 29-32.

Describes a study in which the objective was to determine which measures could be used to improve judgements and decisions about the educational and vocational potential of the disadvantaged. Concludes that the Columbia Mental Maturity Test could be used to establish an appropriate vocational level for which the disadvantaged could strive.

860 Johnson, A., Client involvement in vocational evaluation: Some specifics. *Vocational Evaluation and Work Adjustment Bulletin*, 1973, *6*(4), 19-21.

Encourages client involvement and decision making in the vocational evaluation process. Indicates areas where this can be accomplished such as staffings, placement as "lead men" in the work area, more informal involvement with the staff.

861 Kapes, J., & Sievert, N., Measuring manual dexterity with the GATB: Wooden versus plastic pegboards. Journal of Employment Counseling, 1973, 10(2), 71-77.

A report on a ten year study to determine the difference in manual dexterity scores on the General Aptitude Test Battery (GATB) using wooden and then plastic pegboards.

862 Kazdin, A., Issues in behavior modification with mentally retarded persons. American Journal of Mental Deficiency, 1973, 78(2), 134-140.

A discussion of problems in behavior modification programs for mentally retarded persons. Issues include developing behavior in staff who administer programs, altering behavior of clients initially unresponsive to a program, staff administered contingencies, and insuring that behaviors are maintained in clients when behavior modification efforts are withdrawn.

863 Kessick, K., The Wells Concrete Directions Test: Its applicability to vocational evaluation. Vocational Evaluation and Work Adjustment Bulletin, 1973, 6(4), 15-18.

The purpose of this study was to investigate the appropriateness of the Wells Concrete Directions Test when used with individuals of average intelligence by comparing their overall performance on the instrument with that of the original normative sample. Includes description of a research project in which the test was administered to normal adults and presents need for a modified test to measure ability to follow directions, especially with other than mentally retarded populations.

864 Korn, T., The Job Experience Kits. In A. Sax (Ed.), Innovations in vocational evaluation and work adjustment. Vocational Evaluation and Work Adjustment Bulletin, 1973, 6(3), 50-53.

A description of Science Research Associates (SRA) Job Experience Kits, designed to stimulate high school students to pursue more extensive career exploration in the following twenty occupational areas: accounting, small electrical appliance repairwork, auto mechanics, cosmetology, carpentry, design work, drafting, electronics, technology, elementary education, law, library science, medical technology, motel management, plumbing, police work, sales, secretarial work, truck driving, veterinary work, and X-ray technology.

865 Lacey, D., & Seiler, D., Adapting the work adjustment theory for assessing technical-professional utilization. Journal of Vocational Behavior, 1973, 3(4), 443-451.

A description of a study in which the Minnesota Theory of Work Adjustment was utilized to determine the extent of satisfaction and satisfactoriness between technical-professional employees and their jobs.

866 LeBlanc, D., The astronaut and the client: An analogy. Vocational Evaluation and Work Adjustment Bulletin, 1973, 6(2), 12-15.

Correlates the client who participates in a vocational rehabilitation program with the astronaut who prepares for space travel. Notes similarities in screening, instruction and skill training as they proceed to their respective goals.

867 Lynch, J., Work behavior observations and records. Vocational Evaluation and Work Adjustment Bulletin, 1973, 6(1), 15-20.

Emphasizes the need for objective behavior observation and recording. Includes examples of typical work behavior observation records and illustrates application of such a record to assist in the evaluation of a client for a particular job.

868 McFarland, C., rev. of Houston, W., The separation of rehabilitation from production costs in the vocational rehabilitation workshop. Occasional Papers in Rehabilitation Administration, 1973, 3, 16-20.

A review of a research study to develop a means of separating a vocational rehabilitation workshop's joint costs of production and rehabilitation. Studied the question of whether separated costs are relevant information for decision making in the areas of performance judgment, resource allocations, pricing contracts and setting of rehabilitation fees.

869 Meadow, L., & Tillem, K., Evaluating the effectiveness of a workshop rehabilitation program. In Moses, H., & Patterson, C. (Eds.), Research readings in rehabilitation counseling. Champaign, Illinois: Stipes Publishing Company, 1973, 261-269.

A research study which evaluated the effectiveness of a workshop rehabilitation program as evidenced in the subsequent vocational adjustment (private employment) of clients who had completed the program. Reports clients perception of changes in personality and social adjustment, and benefits gained which made subsequent employment possible.

870 Morley, R. (Ed.), Vocational assessment systems. Des Moines: State of Iowa, Department of Public Instruction, 1973.

A composite of speeches presented at the Iowa Invitational Workshop on Assessment Systems in Career Development Programs, March 1973 at Des Moines, Iowa. Titles include: Athen (Assessment Systems in Career Development Programs), Brolin (Vocational Assessment: What Can Be Gained From It), Dunn (Assessment Systems in Career Development Programs), Heinemann (The Singer/Graflex System), Anderson & Stoll (Use of the Singer System for Career Exploration), Cerna (Singer/Graflex System - Its Use in Correctional Programs in Wisconsin), Schoonover (The Use of Singer/Graflex with the Mentally Retarded), Kulman, Drachman, & Stabene (The JEVS System in a Community College), Rosenberg (The TOWER System), Dunn (Comparison of the JEVS, Singer/Graflex,

& TOWER Work Evaluation Systems), Morley (The Wide Range Employment Sample Test), Nighswonger (Talent Assessment Tests), Morley (APEX - The Office: Reality Training Through Simulation), Kroloff (Observations and Implications).

871 Nadolsky, J., A client-centered rationale for vocational evaluation (Editorial). Vocational Evaluation and Work Adjustment Bulletin, 1973, 6(2), 7-11.

Emphasizes that evaluators and evaluation programs should attempt to involve the client in a meaningful self evaluation so that he can accurately gauge himself and his abilities in relation to the occupational world. Stresses importance of viewing client as an effective individual rather than as a defective object.

872 Nadolsky, J., The role of ancillary personnel in the vocational evaluation process (Editorial). Vocational Evaluation and Work Adjustment Bulletin, 1973, 6(4), 2-5.

Discusses the role of ancillary personnel in vocational evaluation and describes the roles of such personnel including secretary, physicians, psychologists, physical therapists, occupational therapists, social workers, workshop foremen, vocational instructors, and rehabilitation counselors.

873 Nadolsky, J., Vocational evaluation of the culturally disadvantaged: A comparative investigation of the JEVS System and a model-based system, final report. Auburn, Alabama: Auburn University, School of Education, Department of Vocational and Adult Education, 1973.

A final report of an SRS sponsored project in which the preliminary objectives were to (1) evaluate the assets and limitations of current vocational evaluation technology in relation to its suitability for use with a culturally disadvantaged population and (2) develop a structural model which would serve as a basis for evaluating the work behavior and vocational potential of the culturally disadvantaged. The above objectives made up the content of the interim report of the project. The final objective was to compare the effectiveness of a vocational evaluation program based upon the model described in the interim report to the Philadelphia JEVS Work Sample System which was designed specifically for the culturally disadvantaged. The comparative results are presented and discussed in this final report. (Research Grant No. 12-P-55140/4-01)

874 Nadolsky, J., Vocational evaluation as a preventative service (Editorial). Vocational Evaluation and Work Adjustment Bulletin, 1973, 6(1), 8-10.

Vocational evaluation as an integral part of a public education program is a means to provide students with vocational direction and a method of providing teaching personnel with information to develop more individualized vocationally oriented curriculum programs. Discusses such preventative rehabilitation as being more economical than later corrective rehabilitation.

875 Nadolsky, J., Vocational evaluation and the technological bind. Vocational Evaluation and Work Adjustment Bulletin, 1973, 6(1), 25-32.

Presents a view that vocational evaluation is effected to a large extent by recent technology developed by organizations outside the field rather than by developments from within the field. Discusses the emergence of vocational evaluation, and describes a number of the technological advances in the field including the TOWER System, the JEVS Work Sample System, the Singer/Graflex Vocational Evaluation System, The SRA Job Experience Kits, Mind Incorporated Tool Technology System, and the Department of Labor's Nonreading Aptitude Test Battery. Concludes that the vocational evaluation field is in need of an accepted theoretical structure, developed by those in the field, against which technology can be applied.

876 Nicholas, H., & Walls, R., Token economies in rehabilitation. Rehabilitation Counseling Bulletin, 1973, 16(4), 244-257.

A review and description of significant token reinforcement system programs with (a) psychiatric populations, (b) the mentally and socially retarded, and (c) juvenile and adult offenders.

877 Nickelsburg, R., Time sampling of work behavior to mentally retarded trainees. Mental Retardation, 1973, 11(6), 29-32.

A description of the use of time sampling to study work behaviors of successful and non-successful mentally retarded trainees. Work behaviors observed include attending to work task, habitual sitting, standing, idle talking, joking, playing with others, laughing on the job, and being away from assigned work tasks. Time sampling as a useful method of observing behavior is discussed.

878 North Texas State University, The Center for Social and Rehabilitation Studies, Index to psychological tests. Denton, Texas: Author, 1973.

An index designed to give a short description of instruments available in the following areas of psychological testing: intelligence tests, aptitude tests, personality tests, interest inventories, and dexterity tests. Included are descriptions of the following: Academic Promise Test (APT), Arthur Point Scale of Performance, Barranquilla Rapid Survey (BARSIT), California Test of Mental Maturity, Chicago Non Verbal Examination, Draw-A-Man Test for Indian Children, Goodenough-Harris Drawing Test, Hiskey-Nebraska Test of Learning Aptitude, Illinois Test of Psycholinguistic Abilities (ITPA), Leiter Adult Intelligence Scale (LAIS), Leiter International Performance Scale, Peabody Picture Vocabulary Test, Porteus Maze Test, Purdue Non-Language, Raven Progressive Matrices, Revised Beta Examination, Safran Culture Reduced Intelligence Test, SRA Pictorial Reasoning Test, Stanford Binet Intelligence Test, Wechsler Adult Intelligence Scale (WAIS), and Wechsler Intelligence Scale for Children (WISC).

879 O'Leary, L., Fair employment, sound psychometric practice, and reality: A dilemma and a partial solution. American Psychologist, 1973, 28(2), 147-150.

Points out inequities of certain predictive and concurrent validity practices in selection of applicants for jobs. Recommends use of content validity in selection techniques (such as job samples) in order that the test duplicates the specific tasks to be performed on the job. Discusses advantages and disadvantages of implementing such an approach.

880 Olshansky, S., Evaluating workshop evaluations. Rehabilitation Record, 1973, 14(5), 22, 24-25.

Critically discusses the vocational evaluation process in terms of length of evaluation period, development of a client's potential, special problems in the evaluation of the mentally retarded and the mentally ill, and appropriateness of the process to the clients changing needs.

881 Patten, D., A reaction to industry produced evaluation systems. Vocational Evaluation and Work Adjustment Bulletin, 1973, 6(2), 33-35.

A criticism of an industry produced vocational evaluation system. Indicates need for adequate client norms, content validity, predictive validity, and reliability data. Suggests the development of standards for publishers to meet prior to marketing.

882 Phelps, W., A project to establish a TOWER unit to serve a school rehabilitation program, a district office, and a juvenile offender project. Charleston, West Virginia: West Virginia Division of Vocational Rehabilitation, Program Development Section, 1973.

A description of an expansion project designed to provide vocational evaluation services using the TOWER Evaluation System. Served all disabilities, giving emphasis to the mentally retarded young offenders and behavioral problems. Results, problems, and findings are discussed and technical consultant's report and recommendations are included. (SRS Grant No. 25-P-65221/3-03)

883 Pollack, R., Observation and client evaluation in workshops: A guide and a manual. In A. Sax (Ed.), Innovations in vocational evaluation and work adjustment. Vocational Evaluation and Work Adjustment Bulletin, 1973, 6(4), 43-45.

Describes the above manual which was developed at the Research Utilization Laboratory, Chicago Jewish Vocational Service. It is intended to help floor supervisors and evaluators improve their observational skill and in making inferences from observations. It is also intended to help evaluators and floor supervisors learn about the kind of behaviors that have been found to be indicators of success or failure in competitive work.

884 Pruitt, W., Work adjustment: A report on a national opinion study. Vocational Evaluation and Work Adjustment Bulletin, 1973, 6(2), 19-28.

Describes a study to determine if a need existed for a formally trained work adjustment specialist. Describes methods of study and includes results.

885 Rabucha, W., Work evaluation programs in Florida. Vocational Evaluation and Work Adjustment Bulletin, 1973, 6(1), 33-36.

A brief history of vocational evaluation is presented and the progress of vocational evaluation programs in the state of Florida is reviewed.

886 Rottenstein, R., & Small, J., Midwest adaptation of the Philadelphia Work Sample System. Chicago, Illinois: Jewish Vocational Service, 1973.

A manual describing ways in which the Jewish Vocational Service of Chicago has modified the Philadelphia JEVS Work Sample System. Includes addition of 11 new work samples as well as some revisions in the scoring, record keeping, final report form and instructions for work samples.

887 Scott, R., & Vaughn, R., Vocational evaluation: A user's critique. Journal of Applied Rehabilitation Counseling, 1973, 4(2), 103-109.

Presents reasons why rehabilitation counselors purchase vocational evaluation services. Discusses techniques and approaches used and lists advantages and disadvantages of evaluation. Indicates need for improving reliability and predictive validity of vocational evaluation service, reviews past attempts and suggests some possible future approaches.

888 Smolkin, C., Comparative salaries of vocational evaluators and rehabilitation counselors within state divisions of vocational rehabilitation. Vocational Evaluation and Work Adjustment Bulletin, 1973, 6(3), 45-49.

Report and results of a project to survey salary levels of vocational evaluators and rehabilitation counselors employed by State Divisions of Vocational Rehabilitation.

889 Smolkin, C., A definition of vocational (work) evaluation and work adjustment (President's message). Vocational Evaluation and Work Adjustment Bulletin, 1973, 6(1), 2-5.

Presents expanded definitions of vocational (work) evaluation and work adjustment as proposed by Dr. Paul Hoffman, University of Wisconsin - Stout, and as adopted by the Tenth Institute on Rehabilitation Services (May 15-17, 1972, Minneapolis, Minnesota).

890 Stephan, C., Stephano, S., & Talkington, L., Use of modeling in survival skill training with educable mentally retarded. The Training School Bulletin, 1973, 70(2), 63-68.

Investigates the effects of different modeling procedures on the imitative learning of institutionalized educable retardates. Specifically, the study explored the effectiveness of film and live modeling procedures on the training of a survival skill - use of the telephone.

891 Tatge, W., & Wilson, J., Assessment centers - further assessment needed? Personnel Journal, 1973, 52(3), 172-179.

A discussion of the advantages and disadvantages of assessment centers in making selection decisions. Describes assessment center methods, e.g., management games, leaderless groups, and simulated work samples, and compares centers to more traditional methods such as paper and pencil tests.

892 Texas Rehabilitation Commission, A counselor's guide to utilizing rehabilitation facilities. Austin, Texas: Author, 1973.

A guide developed by the Research Utilization Section of the Texas Rehabilitation Commission to help rehabilitation counselors to understand the evaluation and work adjustment process so that counselors could make better use of evaluation facilities. Vocational evaluation and work adjustment are described and defined and choice of facility, process of client selection, and client referral are discussed.

893 U.S. Department of Labor, Manpower Administration, Task analysis inventories: A method for collecting job information. Washington, D.C.: Author, 1973.

A method for collecting job information by using checklist inventories which identify significant tasks and worker requirements. Each inventory is a comprehensive list of the work activities in a designated occupational area. The user, after considering all the items, can determine those that are applicable. Data used to formulate inventories was obtained from job analysis studies, occupational literature, trade journals, professional associations, and private and government agencies.

894 Goldston, L., Pollack, R., & Soloff, A., Observation and client evaluation in workshops: A guide and a manual. Menomonie, Wisconsin: University of Wisconsin - Stout, Department of Rehabilitation and Manpower Services, Materials Development Center, 1973.

A guide and manual developed at the Chicago Jewish Vocational Service and Research Utilization Laboratory and designed to (a) help floor supervisors improve their observational skills and their skills in making inferences from observations, and (b) to help floor supervisors learn about the kinds of client behavior in work programs that have been found to be indicators of success or failure at work. Twelve areas of client work behavior are presented as the basis upon which to make observations. (SRS Grant No. 22-P-55182)

895 Zellé, J., Life style factors in vocational assessment. American Archives of Rehabilitation Therapy, 1973, 21(3), 63-68.

A discussion of the effect of physical, social, environmental, and psychological demands of work on individuals from different sub-cultures. Includes information on calculation of energy demands, consideration of emotional stress, body size, duration of work, and age and condition of the individual.

1100 Alfano, A., & Miller, J., The efficacy of Tennessee rehabilitation facilities: A counselor critique. Vocational Evaluation and Work Adjustment Bulletin, 1974, 7(1), 31-37.

Report of a study designed to determine the efficacy of Tennessee's metropolitan rehabilitation facilities as assessed by counselors. Results given in the following areas: (a) style, length, and dispatch in reporting client data, (b) specificity of facility recommendations, (c) potential value, rating and performance rating of evaluative data, (d) counselor familarity with services provided by local facilities, and (e) use of evaluative tools.

1101 Allen, C., & Couch, R., Attendance behavior of the disadvantaged: A comparison of tangible and intangible reinforcers. Vocational Evaluation and Work Adjustment Bulletin, 1974, 7(2), 34-41.

A report of a study to compare the effectiveness of tangible reinforcers with intangible reinforcers for increasing the attendance behavior of disadvantaged rehabilitation facility clients. Methodology, discussion, and conclusions of the study are detailed.

1102 August, P., Industrial engineering for the rehabilitation facility. In J. Cull & R. Hardy (Eds.), Administrative techniques of rehabilitation facility operations. Springfield, Illinois: Charles C. Thomas, Publisher, 1974.

Plant layout and work station layout are discussed with step-by-step procedures. Use of body motions and design and use of jigs, fixtures, and aids are given. Work measurement, time study, predetermined motion times, and time and production reporting are also included.

1103 Baker, R., & Mercer, F. (Eds.), Proceedings of the region IV conference on adjustment services. Auburn, Alabama: Auburn University, Rehabilitation Services Education, 1974.

Conference presentations by Hudson (Accountability and Adjustment Services), Sink (Adjustment Services: A Definition), Miller (State VR Responsibility for Quality Services: Implications for Adjustment Services), Gellman (Adjustment Services: Implications for Training). Summaries of group discussions and implications included.

1104 Barad, C., Krieger, G., & Lawrence, R., Role conflict and consensus in vocational evaluation. Vocational Evaluation and Work Adjustment Bulletin, 1974, 7(2), 20-26.

A report of a study which sought to examine potential sources of role conflict and consensus in vocational evaluation. The project was designed to describe and compare perceptions of the vocational evaluator work role from the standpoint of vocational evaluators themselves, and also from the standpoint of three other groups of functional importance to vocational evaluator role enactment.

1105 Barney, O., Jr., Client age, education, and work experience as predictors of rehabilitation outcome. Vocational Evaluation and Work Adjustment Bulletin, 1974, 7(1), 25-30.

A research project designed to determine whether the factors of age, education and work experience were solid predictors of rehabilitation success among clients who participated in a work evaluation program. Study results indicated that age and previous work experience were not shown to be elements which could be used as predictors whereas level of education was found to be significant in the prediction of rehabilitation success.

1106 Barton, E. (Ed.), Hope for the mentally retarded through behavior technology? Behavior modification revisited, rev. of Gardner, W., Behavior modification in mental retardation (Aldine-Atherton). Vocational Evaluation and Work Adjustment Bulletin, 1974, 7(1), 38-49.

A review of Gardner's Behavior Modification in Mental Retardation.

1107 Barton, E. (Ed.), Job satisfaction--do evaluators overlook it?, rev. of Terkel, S., Working (Pantheon Books). Vocational Evaluation and Work Adjustment Bulletin, 1974, 7(3), 35-40.

Client job satisfaction is discussed as an aspect which should be considered when evaluating a client for a job.

1108 Barton, E. (Ed.), What can industrial psychologists tell us?, rev. of Ronan, W., & Prien, E., Perspectives on the measurement of human performance (Appleton-Century-Crofts). Vocational Evaluation and Work Adjustment Bulletin, 1974, 7(4), 45-57.

Reviews the four main sections of the above book and their implications for vocational evaluators: (a) reliability of human performance, (b) reliability of performance observation, (c) dimensions of performance (different levels of performance at tasks within a job), and (d) situational influences on work performance.

1108A Barton, E. (Ed.), Reflections on the professional status of vocational evaluation, rev. of Hardy, R., & Cull, J., Vocational evaluation for rehabilitation services (Charles C. Thomas, Publisher). Vocational Evaluation and Work Adjustment Bulletin, 1974, 7(2), 42-54.

A review of Cull and Hardy's Vocational Evaluation for Rehabilitation Services.

1109 Associates for Research in Behavior, Inc., Transition to work III: Development and implementation of the VOI transition system. Philadelphia: Author, 1974.

Final report on the development of the Vocational Opinion Index (VOI), a paper and pencil instrument for measuring "Job Readiness Posture" (JRP). JRP is a term used to define an individual's attitudes, perceptions and motivations as they impact on his ability to obtain and maintain a job. Sample of instrument included.

1110 Benton, R., et al., Evaluating the work potential of blind multiply handicapped persons for the manufacture of bath perfume. The New Outlook for the Blind, 1974, 68(1), 20-24.

Describes a project to evaluate the work potential of the blind, severely retarded, multiply handicapped person. In the manufacture of bath perfume a high rate of success was achieved by the clients in performance of the tasks involved following the evaluation.

1111 Bird, C., Limitations of testing in vocational evaluation. Vocational Evaluation and Work Adjustment Bulletin, 1974, 7(4), 41-44.

A discussion of the limitations of tests including (a) imperfection of the tests themselves, (b) difference in clients, (c) test administrator's variance, and (d) effects of training and experience on test interpretations.

1112 Bodenhamer, R., Introducing the principles of contingency management into the work adjustment program: One approach. Vocational Evaluation and Work Adjustment Bulletin, 1974, 7(3), 28-30.

A report of a project to introduce the use of contingency management (behavior modification) into a work adjustment program. Discusses role of the consultant and reactions of work adjustment personnel to the utilization of work adjustment principles.

1113 Georgia Department of Human Resources, Division of Vocational Rehabilitation, Rehabilitation Facilities Section, Vocational evaluation report writing. Atlanta, Georgia: Author, 1974.

This manual which was developed for use in vocational evaluation facilities in Georgia, suggests style and content for reporting in the following areas: background information, behavioral observations, vocational appraisal, summary, and recommendations. A vocational evaluation report critique form is included for use by supervisors and counselors. Examples of evaluation reports included.

1114 Botterbusch, K., Test use in vocational evaluation. Vocational Evaluation and Work Adjustment Bulletin, 1974. 7(2), 6-9.

Report of a survey to determine which of the commercially available tests are the most widely used in vocational rehabilitation facilities.

1115 Brickey, M., Normalization and behavior modification in the workshop. Journal of Rehabilitation, 1974, 40(6), 15-16.

A discussion of the concepts of normalization and behavior modification and how they are applied in workshops and rehabilitation centers. Aspects of achieving normalization are discussed in regard to proper location of the facility in the community, realistic job setting, use of appropriate work samples, and use of community job stations. Important aspects of behavior modification programs include proper data collection for work performance and for non-work behaviors.

1117 Brolin, D., & Kokaska, C., Critical issues in job placement of the educable mentally retarded. Rehabilitation Literature, 1974, 35(6), 174-177.

A discussion of issues critical in job placement of mentally retarded. These include (a) degree of satisfactory vocational adjustment when placed in employment, (b) the question of sufficient employment opportunities for the mentally retarded, (c) a satisfactory evaluation of skills prior to placement, (d) level of job training appropriate for the mentally retarded, (e) responsibility of finding employment, (f) labeling the mentally retarded, and (g) placement considerations.

1118 Bynum, R., Organizing the vocational evaluation process in contract work facilities. Vocational Evaluation and Work Adjustment Bulletin, 1974, 7(4), 30-40.

Explains use of (a) the Job Sequence Chart, which is a method for analyzing and delineating work tasks involved in the completion or fabrication of a given object, and (b) the Job Complexity Chart, which is a method for arranging tasks in the order of their complexity. Both of the above may be used to assist the vocational evaluator in organizing an assessment process within a "contract work" setting.

1119 Bynum, R., Work evaluation in the disability determination process. Vocational Evaluation and Work Adjustment Bulletin, 1974, 7(1), 8-13.

A discussion of the needs of state agency Disability Determination Units and a presentation of a format for the state agency and the work evaluation center to follow in achieving their respective objectives. Referring state agencies and work evaluation centers responsibilities to each other are covered.

1120 Carmack, N., & Lechowicz, J., Systematic approach to client care in a rehabilitation facility: Adaptation of a medical model. Vocational Evaluation and Work Adjustment Bulletin, 1974, 7(1), 14-19.

Describes the Weed System, a medical problem-solving model and how it has been applied to the processes of work evaluation and work adjustment. Basically a system whereby client information and problems are categorized with numerical codes.

1121 Cohen, B., The assessment center: Whom to develop. Training in Business and Industry, 1974, 11(2), 19-21.

A brief history of the development of assessment centers and some description of their operating procedures.

1122 Corthell, D., & Lesnik, M., Observation and recording of behavior. Vocational Evaluation and Work Adjustment Bulletin, 1974, 7(3), 21-27.

A discussion of the process of observing and recording client behavior during the evaluation/work adjustment process. Reasons for recording work behavior, what to record, recording style, when to observe and when to record are included.

1123 Currie, L., The structured use of vocational behavior media in vocational evaluation programming. Menomonie, Wisconsin: University of Wisconsin - Stout, Department of Rehabilitation and Manpower Services, Research and Training Center, 1974.

A report of a project designed to determine the effectiveness of commercially available vocational awareness media in eliciting the identification of inappropriate work behaviors and to determine the effectiveness of integrating commercially available vocational awareness media into a structured role-playing format. Includes an operator's guide for conducting the vocational awareness structured role-play group and description of vocational awareness media used in the project.

1125 Currie, L., Rehabilitation counselor utilization of vocational evaluation and work adjustment services: Prelude to a more detailed study. Consumer Brief, 1974, 2(2).

Results of a pre-study designed to determine factors that influence a rehabilitation counselor's decision to refer a client for vocational evaluation and for work adjustment services.

1126 Currie, L., Referral factors analyzed by researcher. Research Review, 1974, 2(1), 2-4.

A brief review of a research project that involves determining factors that influence a rehabilitation counselor's decision to refer a client for vocational evaluation and/or work adjustment services. Research included investigation into areas such as difficulty of caseload, characteristics of clients, decision points for referrals, and decision-making steps leading to referral.

1126A Doctor, A., & Timmerman, W., Special applications of work evaluation techniques for prediction of employability of the trainable mentally retarded. Stryker, Ohio: Quadco Rehabilitation Center, 1974.

Reviews the current state of work evaluation for the trainable mentally retarded, particularly in respect to the use of standard tests, work samples, rating scales, comprehensive test batteries (MacDonald Vocational Capacity Scale, McCarron-Dial Work Evaluation System), and interest testing (VISA Scale Picture Interest

Inventory, Wide Range Interest-Opinion Test (WRIOT), etc.). Discussion of prediction and employability studies of the TMR included.

1129 Esser, T., The MDC behavior identification format: 1974. In A. Sax (Ed.), Innovations in vocational evaluation and work adjustment. Vocational Evaluation and Work Adjustment Bulletin, 1974, 7(1), 50-53.

A description and discussion of the MDC Behavior Identification Format, an aid for the observation, identification, and recording of work and work related behaviors which may limit or enhance employment opportunities.

1130 Esser, T., Some perspectives on report writing in the rehabilitation process. Journal of Applied Rehabilitation Counseling, 1974, 5(2), 92-98.

Provides an overview of the current state of report writing in rehabilitation facilities and workshops. Discusses advantages and disadvantages of three types of report forms: narrative, basic checklist, and narrative checklist.

1131 Esser, T., Effective report writing in vocational evaluation and work adjustment programs. Menomonie, Wisconsin: University of Wisconsin - Stout, Department of Rehabilitation and Manpower Services, Materials Development Center, 1974.

This publication is designed to provide general principles of report writing content and style along with examples of report forms and formats currently being used in the field. The information should be helpful in minimizing staff time spent on report preparation, increasing uniformity in report content, and developing a reporting style and technique which best meets the needs of clients, the referral source, and the rehabilitation agency or program. The manual includes an appendix of twelve report formats and organizational aids contributed by persons and agencies in the field.

1132 Faulkner, E., & Wainwright, C., Simulation activity in vocational evaluation. Denton, Texas: Center for Social and Rehabilitation Studies, 1974.

A simulation activity developed to train rehabilitation practitioners in the process of vocational evaluation. Case problems and client briefs are included.

1133 Faulkner, E., & Wainwright, C., Simulation activity in adjustment services. Denton, Texas: Center for Social and Rehabilitation Studies, 1974.

A simulation activity developed to train rehabilitation practitioners in the process of adjustment. Case problems and client briefs are included.

1134 Flenniken, D., Time-quality performance of Goodwill clients evaluated by the JEVS Work Sample Battery. Vocational Evaluation and Work Adjustment Bulletin, 1974, 7(3), 3-16.

Report of a study of the time and quality performances of a group of mixed disability clients on the Philadelphia JEVS Work Sample Battery (based on Philadelphia JEVS norms available prior to July, 1973 revision). Time and quality performances of the clients are compared to the Philadelphia JEVS norms which were based on a disadvantaged population.

1135 Fontenot, P., & Manena, P., Jr., Day labor: An answer to realistic work adjustment training for mentally retarded clients. Louisiana Vocational Evaluation and Work Adjustment Association News, 1974, 5(1), 17-19.

Discusses temporary employment of clients through the day labor employment program of the United States Employment Service. Describes how such employment may be utilized as a means of work adjustment providing that adequate supervision is employed.

1136 Foreyt, J., & Stockton, M., The hospital hires its own: Ex-patients as employees. Vocational Evaluation and Work Adjustment Bulletin, 1974, 7(3), 31-34.

The purpose of the paper is to report the work adjustment of 12 ex-mental patients by comparing their job performance with that of a control group of 12 non-patient employees. Discusses employment turnover and problems in regard to the matching of the client with an appropriate job.

1137 Freeberg, N., Development of assessment measures for use with youth-work training program enrollees. Phase II: Longitudinal validation. Princeton, New Jersey: Educational Testing Service, 1974.

A battery of tests designed expressly for use in assessment of disadvantaged adolescents enrolled in youth-work training programs was validated predictively against both short-term (program completion) and longer term (past program) behavioral outcome events. Most and least valid tests are discussed and described. Future potential of the test battery for programmatic evaluation and guidance applications was also discussed. (D.O.L. 41-9-005-32, N.T.I.S. PB 231-522)

1138 Fry, R. (Ed.), Work evaluation and adjustment: An annotated bibliography, 1947-1973. Menomonie, Wisconsin: University of Wisconsin - Stout, Department of Rehabilitation and Manpower Services, Materials Development Center, 1974.

Contains descriptive annotations of 801 articles, speeches, and publications related to work evaluation and adjustment. Features both a KWOC (keyword-out-of-context) index for location of material by subject area and an author index. Includes entries from all previous MDC work evaluation and adjustment bibliographies.

1139 Gannaway, T., GULHEMP Scale: A method for assessing fitness to work. In A. Sax (Ed.), Innovations in vocational evaluation and work adjustment. Vocational Evaluation and Work Adjustment Bulletin, 1974, 7(3), 41-44.

A description of the GULHEMP Scale, originally developed by Dr. Leon Koyl for assessing the physical fitness of older workers for employment, but also used in screening younger and middle-aged clients. GULHEMP is an acronym for the assessment divisions of the scale: general physique, upper extremities, lower extremities, hearing, eyesight, mentality, and personality.

1140 Gellman, W., Adjustment services--implications for training. In R. Baker, & F. Mercer (Eds.), Proceedings of the Region IV conference on adjustment services. Auburn, Alabama: Auburn University, Rehabilitation Services Education, 1974, 27-31.

A discussion of four topics including the work culture, vocational development, identifying the maladjusted, and work adjustment training and principles.

1141 Gist, J., & Welch, M., The use of behavior modification in a cooperative special education and vocational rehabilitation program. In C. Sigelman (Ed.), Behavior modification in three settings. Lubbock, Texas: Texas Tech University, Research and Training Center in Mental Retardation, 1974, 43-57.

A description of a token economy behavior modification program in a residential facility for the mentally retarded. Students are given "job descriptions" for actual jobs at the center and also for "personal jobs" which include grooming, etc. Forms and evaluation results of the program are included.

1142 Greco, L., A follow-up study of fifty mentally retarded clients. Vocational Evaluation and Work Adjustment Bulletin, 1974, 7(2), 10-19.

The purpose of the study was to examine the present vocational status of 50 mentally retarded clients who had received vocational rehabilitation services and who had been closed with a status 26 designation. Results include types of jobs held, age and IQ data, job status at follow-up, FICA and SSA contributions during employment, and cost for rehabilitation of the selected clients.

1143 Gwilliam, R., Follow-up study of clients of an experimental vocational evaluation service. Unpublished doctoral dissertation, University of Utah, 1974.

A report of a study which attempted to determine the worth of vocational evaluation, and in particular, work sampling, by a case comparison approach (referred and non-referred clients). Results of a study discussed in detail.

1144 Hackman, J., et al., A new strategy for job enrichment. New Haven, Connecticut: Yale University, Department of Administrative Sciences, 1974.

A strategy for redesigning jobs to increase the work motivation and satisfaction of employees is described. Included is a discussion of theory on how to carry out and interpret a diagnosis of jobs prior to change, and specification of actual steps for job redesign. (NTIS AD 770-827)

1145 Hackman, J., & Oldham, G., The job diagnostic survey: An instrument for the diagnosis of jobs and the evaluation of job redesign projects. New Haven, Connecticut: Yale University, Department of Administrative Sciences, 1974.

This report describes the Job Diagnostic Survey (JDS), an instrument designed to measure the following three classes of variables: (1) the objective characteristics of jobs, particularly the degree with which jobs are designed to enhance internal work motivation and job satisfaction of people who do them, (2) personal affective reactions of individuals to their job and the broader work setting, (3) and readiness of individuals to respond positively to "enriched" jobs. Supplementary instruments include a rating form for use in (a) assessing "target" jobs, (b) a short form of the JDS. (NTIS AD 779-828)

1146 Hamner, W., et al., Race and sex as determinants of ratings by potential employers in a simulated work-sampling task. Journal of Applied Psychology, 1974, 59(6), 705-711.

An investigation to examine the way sex and race of the rater and the ratee influence assessments of ratee performance on a simulated work sample task. Findings are discussed in terms of potential methods for overcoming these biases to use work samples more effectively for selection and promotion decisions.

1147 Hindman, R., Preparing the sheltered worker for a competitive work setting. Vocational Evaluation and Work Adjustment Bulletin, 1974, 7(1), 20-24.

A discussion of problems and attitudes which a previously sheltered worker may encounter on the first few days of work in competitive employment such as overproduction and possible social sanctions by other workers. Speaks of need for preparing client for this possibility.

1148 Hudson, G., Accountability and adjustment services. In R. Baker, & F. Mercer (Eds.), Proceedings of the Region IV conference on adjustment services. Auburn, Alabama: Auburn University, Rehabilitation Services Education, 1974, 7-9.

Accountability as it relates to six points are discussed: (a) to the public and disabled, (b) cost of services provided, (c) time spent in facilities by disabled people, (d) qualified staff and personnel, (e) quality services, and (f) accountability for the future.

1149 Illinois Division of Vocational Rehabilitation, *Decatur Evaluation Center: A counselor's handbook*. Decatur, Illinois: Author, 1974.

A handbook designed to familarize counselors with the operation of the Decatur Evaluation Center. Programs described include vocational evaluation, vocational exploration, adjustment, counseling, the residential setting, community services, job training, limited placement, and on-the-job evaluation.

1150 Johnson, B., & Trenchard, M., A summative evaluation of a work adjustment program for educable mentally retarded clients. *Vocational Evaluation and Work Adjustment Bulletin*, 1974, *7*(4), 15-23.

A description of a work adjustment program for the mentally retarded developed at Goodwill Industries of New Orleans. Successful disposition of clients was measured according to outcomes in the following criteria areas: job placement, job satisfaction, increase in pay, attendance, and promptness. Emphasizes need for program evaluation in order to achieve program effectiveness.

1151 Eisner, M., Endres, R., & Karen, R., Behavior modification in a sheltered workshop for severely retarded students. *American Journal of Mental Deficiency*, 1974, *79*(3), 338-347.

A report on the study of the effects of a token system and a prosthetic modification of the work environment (screening off of a sheltered workshop area) on the work behavior of ten severely retarded adolescent students. A complete description of the method is included along with discussion of the results.

1152 Kennedy, H., Changes in task-specific self-concepts after vocational evaluation. *Vocational Evaluation and Work Adjustment Bulletin*, 1974, *7*(2), 27-33.

A report of a project to determine changes in task-specific self-concepts of reluctant learners following a two-week vocational evaluation process. Distinction between general self-concept and task-specific self-concept is also discussed.

1153 Leung, P., The use of behavior contracts in employability development planning. *Journal of Employment Counseling*, 1974, *11*(4), 150-154.

Proposes the use of behavior contracts as a strategy for developing client employability. Discusses historical development of behavior contracting and advantages to the use of the contract.

1154 Lipinski, D., & Nelson, R., Problems in the use of naturalistic observation as a means of behavioral assessment. *Behavior Therapy*, 1974, *5*(5), 341-351.

Summarizes some of the methodological problems associated with observation of behavior. Topics include loss of information because of time used to record observation and use of symbols in recording (as opposed to narrative), appropriate time to discontinue recording data, method by which reliability is calculated, client reactive nature to being observed, and observer bias.

1155 Materials Development Center, Department of Rehabilitation and Manpower Services, University of Wisconsin - Stout, *MDC behavior identification format*. Menomonie, Wisconsin: Author, 1974.

The *MDC Behavior Identification Format* is designed as an evaluator's tool for the identification, understanding, and description of specific work behaviors, both positive and negative, which have a bearing on the employability of the handicapped client. Such recorded observation results provide specificity and structure for work adjustment training and treatment programming and help to measure a client's progress or change within a treatment/training program. The format contains a detailed explanation of the rating system, recommendations for use of the form and manual, and definitions, examples, and sample descriptions for each of the 22 behavioral categories.

1157 Mestrow, R., The Mestrow power sewing machine work sample. *Vocational Evaluation and Work Adjustment Bulletin*, 1974, *7*(4), 24-29.

Describes the development and use of a power sewing machine work sample which has four sequential tasks: (1) machine conditioning (familiarization with machine), (2) sewing rectangles, (3) sewing darts, (4) sewing slings. Validity information included.

1158 Miller, W., State VR responsibility for quality services: Implications for adjustment services. In R. Baker, & F. Mercer (Eds.), *Proceedings of the Region IV conference on adjustment services*. Auburn, Alabama: Auburn University, Rehabilitation Services Education, 1974, 15-18.

Relates how a particular state committed itself to the development and improvement of evaluation and work adjustment programming. Points out need to prepare professionals in personal adjustment training.

1159 Muthard, J., *Vocational rehabilitation index: 1974*. Gainesville, Florida: University of Florida, Rehabilitation Research Institute, 1974.

Brings together in one volume an index to the reports generated by federally sponsored vocational rehabilitation research and demonstration projects between 1955 and 1973. Includes subject and author index, and project address.

1160 Nadolsky, J., The work sample in vocational evaluation: A consistent rationale (Editorial). *Vocational Evaluation and Work Adjustment Bulletin*, 1974, *7*(2), 2-5.

A discussion of the purpose of work samples as a vocational evaluation technique. Explores the role of the client who performs the work sample as both a participant (opportunities to perform), and as an observer (opportunity to receive feedback).

1161 Nadolsky, J., Guidelines for the classification and utilization of vocational evaluation personnel. Rehabilitation Literature, 1974, 35(6), 162-173.

Seven positions are defined for classification of vocational evaluation personnel according to level of complexity. Duties, competencies required, qualifications and skills of vocational evaluator aide I and II, vocational evaluation technician I and II, and vocational evaluator I, II, and III are detailed. Suggested salary ranges are also included.

1162 Nadolsky, J., Accountability and professionalism (Editorial). Vocational Evaluation and Work Adjustment Bulletin, 1974, 7(1), 3-7.

A discussion of negative developments in rehabilitation services in recent years. Warns against a trend toward increased government control of rehabilitation services (with concurrent emphasis on structural accountability), and the effect of this trend toward true professionalism.

1163 Nadolsky, J., Professionalism, separatism, and the team approach (Editorial). Vocational Evaluation and Work Adjustment Bulletin, 1974, 7(4), 4-7.

Describes three movements, elements of which the editor feels could eventually serve as barriers to the maintenance of a cooperative team approach to the delivery of rehabilitation service. These movements include: (1) The Vocational Evaluation and Work Adjustment Association Project, (2) attempts by rehabilitation counselors to apply certification procedures to their discipline, and (3) efforts of rehabilitation administration to establish accountability procedures.

1164 Olshansky, S., Mental retardation: Another view. Journal of Applied Rehabilitation Counseling, 1974, 5(3), 131-137.

Suggests three changes in thinking about and working with the mentally retarded: (a) stop labeling the mentally retarded, (b) shift attention from vocational evaluation of mentally retarded clients to development and training of their skills, (c) pursue the principle of normalization when working with the mentally retarded rather than the practice of abnormalization.

1165 Panyan, M., & Patterson, E., A behavioral approach to teaching social skills to the severely handicapped. In C. Sigelman (Ed.), Behavior modification in three settings. Lubbock, Texas: Texas Tech University, Research and Training Center in Mental Retardation, 1974.

A general overview of the principles of behavior modification. Discusses methods for increasing a behavior including contingent reinforcement, shaping, fading, and chaining; and secondly, methods for decreasing a behavior which includes extinction, time-out, differential reinforcement, and punishment.

1166 Porter, L., & Steers, R., The role of task goal attributes in employee performance. Irvine, California: University of California, 1974.

Reports research relating to six factor analytically deriven attributes of employee's task goals to ascertain which attributes are more consistently related to performance. Discussion centers on (a) goal specificity, (b) participation in goal setting, (c) feedback, (d) peer competition, (e) goal difficulty, and (f) goal acceptance. (NTIS AD 778-014)

1169 Reinders, L., & Zikmund, D., Talent Assessment Program Test Battery. In A. Sax (Ed.), Innovations in vocational evaluation and work adjustment. Vocational Evaluation and Work Adjustment Bulletin, 1974, 7(4), 58-61.

Describes the Talent Assessment Program (TAP), a battery of manipulative tests which purport to offer prompt, usable and reliable information related to an individual's functional characteristics. The eleven measures in the basic battery are: visualizing structural and mechanical assembly, discrimination by shape and size, discrimination by color, discrimination by touch, dexterity--small materials without tools, dexterity--large materials without tools, dexterity--small materials with tools, dexterity--large materials with tools, visualizing electrical flow paths, memory for structural detail, and visualizing complex structural assembly.

1170 Rice, B., & Simmons, G., Organizing vocational evaluation units to effectively serve the severely handicapped. Vocational Evaluation and Work Adjustment Bulletin, 1974, 7(4), 8-14.

A discussion of basic organizational and management principles applicable to an evaluation program for the severely handicapped--referral and admissions system; orientation, case history, review and pre-planning conference; progress conference; final staffing and reporting, recommendations and service prescription.

1171 Riscalla, L., Could workshops become obsolete? Journal of Rehabilitation, 1974, 40(6), 17-18.

The present day practice of behavior modification in rehabilitation facilities is discussed primarily from the viewpoint of its limitations and possible harmful effects to the client. Explores alternative methods of providing evaluation and work adjustment to clients such as on-the-job evaluation and training, and long term public school rehabilitation programs.

1172 Rosenberg, B., The work sample approach to vocational evaluation. Rehabilitation Series Number 45, New York: Institute for the Crippled and Disabled, Rehabilitation and Research Center, 1974.

The following topics are discussed: emergence of the work sample approach, specific work sample approaches, the vocational evaluation process, vocational evaluation benefits to the client and the professional team, recommendations after vocational evaluation, the TOWER work sample approach, the development of work samples, format for writing the work sample, scoring criteria, and follow-up.

1173 Schmitz, T., Operational procedures for vocational evaluation within the vocational, technical institute. Wisconsin Rapids, Wisconsin: Mid-State Vocational Technical and Adult Education School, 1974.

A procedures manual for the vocational evaluation--vocational exploration program at Mid-State Vocational-Technical School, Wisconsin Rapids, Wisconsin. Includes definition of evaluation and work adjustment terms, and goals and policies of program. Appendices include explanation of the work sample process, work sample descriptions, process of decision-making in vocational rehabilitation, and client evaluation planning schedule. Examples of various forms include a vocational exploration report, application for vocational exploration center, client scheduling notification, orientation procedures for the center, student handbook, and initial interview form.

1174 Schoenfeldt, L., Utilization of manpower: Development and evaluation of an assessment classification model for matching individuals with jobs. Journal of Applied Psychology, 1974, 59(5), 583-595.

A model for the assessment of individual characteristics, the identification of psychological requirements of jobs, and the classification of applicants to job opportunities is described. Use of the Position Analysis Questionnaire as an aid of job analysis is discussed.

1175 Sigelman, C. (Ed.), Behavior modification in three settings. Lubbock, Texas: Texas Tech University, Research and Training Center in Mental Retardation, 1974.

A collection of readings including: A Behavioral Approach to Teaching Social Skills to the Severely Handicapped (Panyan and Patterson), Achievement Place: The Teaching-Family Model in Small Group Homes (Fixsen, Phillips, and Wolf), and Use of Behavior Modification in a Cooperative Special Education and Vocational Rehabilitation Program (Gist and Welch).

1176 Silberberg, M., & Silberberg, N., The job application blank as a barrier to jobs. Rehabilitation Literature, 1974, 35(12), 364-368.

Points out that the job application in many instances is used as a screening device and has little to do with the performance requirements of the job being applied for. Recommends alternatives to the job application process.

1177 Sink, J., Adjustment services: A definition. In R. Baker, & F. Mercer (Eds.), Proceedings of the Region IV conference on adjustment services. Auburn, Alabama: Auburn, University, Rehabilitation Services Education, 1974, 11-13.

Speaks of the many problems connected with the practice of adjustment when viewed in context with the obligations of the most recent definition of work adjustment. Suggests some options for solving the problems.

1178 Stover, D., & Tarter, W., Illinois VEWAA's ideas for inexpensive accountability. Vocational Evaluation and Work Adjustment Bulletin, 1974, 7(3), 17-20.

A description of the Illinois VEWAA chapter's program of providing program evaluation to facilities within the state who request such assistance.

1179 Thomas, S., The MDC Work Sample Manual Clearinghouse. In A. Sax (Ed.), Innovations in Vocational Evaluation and Work Adjustment. Vocational Evaluation and Work Adjustment Bulletin, 1974, 7(2), 55-57.

A description of the operation of the MDC Work Sample Manual Clearinghouse.

1180 Thomas, S., Suggested format and content of a work sample manual. Menomonie, Wisconsin: University of Wisconsin - Stout, Department of Rehabilitation and Manpower Services, Materials Development Center, 1974.

Items to be included in a work sample manual are listed as follows: Title, assessment description, job listing, related jobs, validity, instructions to the evaluator including prerequisites, work sample conditions, administration equipment, setup and breakdown, administration including client orientation, instruction and demonstration, scoring including technique, tables, forms, description of norm group, norming method, and reliability, insights, construction including diagrams and photographs, materials list, and assembly instructions, and references.

1181 Townsend, J., et al., The use of the Position Analysis Questionnaire in selecting correlates of job performance among mentally retarded workers. Journal of Vocational Behavior, 1974, 4(2), 181-192.

Discusses the efficiency of various existing measures, mainly psychological tests for predicting job performance of mentally retarded workers in a sheltered occupational shop. Investigates use of the Position Analysis Questionnaire (PAQ) as an instrument to select variables predictive of job success among mentally retarded workers. Suggests that school achievement, manual dexterity and forms of physical handicaps are likely predictors of performance.

1182 Trimmer, H., Jr., Predictive validity of instructor rating in a skill training center. Journal of Employment Counseling, 1974, 2(2), 89-95.

Predictive ratings of trainees in a skill training setting by their instructors are compared and contrasted with first line supervisor ratings of the same trainees in an employment setting. An ethnic subgroup analysis suggests some possible differences in terms of range and variations of prediction.

1183 Trimmer, H., Jr., & Klein, F., Wooden versus plastic apparatus with the GATB: A restudy. Journal of Employment Counseling, 1974, 11(3), 123-126.

Report of a study to determine the difference in the M-aptitude (manual dexterity) of the General Aptitude Test Battery (GATB) scale between wooden and plastic pegs.

1184 Usdane, W., Service target groups--implications for adjustment services. In R. Baker, & F. Mercer (Eds.), Proceedings of the Region IV conference on adjustment services. Auburn, Alabama: Auburn University, Rehabilitation Services Education, 1974, 19-25.

Describes recent pending legislation (S.B. 1875) as it relates to the severely disabled, and the amendments to the Social Security Act (HRI) and their implications for vocational rehabilitation. Also discusses the theory of identity crisis (Erickson) and its application to the work adjustment process.

1185 Whitmore, P., The behavioral model as a tool for analyzing soft skills. In J. Fry, & P. Whitmore, Soft skills: Definition behavioral model analysis training procedures. Alexandria, Virginia: Human Resources Research Organization, 1974, 11-16.

Necessity for analyzing the soft skill jobs (i.e. job-related skills involving actions primarily affecting people and paper) as a prerequisite to evaluating the workers performance is discussed.

1186 Wilson, E., Assessing the readiness of blind persons for vocational placement. The New Outlook for the Blind, 1974.

The relationship of work to the needs, especially psychological, of clients is explored. Recommends complete evaluation and testing in order to develop a specific rehabilitation program. Also suggests that such a program might include intensive training and counseling especially for congenitally blind high school graduates prior to placement because the role played by work itself is an important part of the person's rehabilitation. Problem of individuals with unrealistic vocational goals is also discussed.

1187 Wilson, M., Job analysis for human resource management: A review of selected research and development. Washington, D.C.: Manpower Management Institute, 1974.

A literature review and discussion on four applications of job analysis--job restructuring, education and training program development, qualifications examining, and performance evaluation. Bibliography of job analysis materials included (DOL 21-11-73-40, available from NTIS)

1188 Barad, C., Role conflict among vocational evaluators: Sources, precursors, and adjustive correlates (Doctoral dissertation, University of Maryland). Ann Arbor, Michigan: University Microfilms, 1973.

Investigates potential sources of role conflict among vocational evaluators and the relationship between role conflict level and (a) reference group incongruence and (b) personal/vocational adjustment. Strategies for reducing, minimizing, or controlling intergroup conflicts are discussed along with recommendations for further research.

1191 Clark, D., & Pharr, D., A measure of self-actualization and maladaptive behavior. Unpublished masters thesis, DePaul University, 1973.

An investigation into the hypothesis that an essential requirement for effective sheltered workshop supervision is the necessity to provide for the floor supervisor an effective operational climate which allows an opportunity for maximum self-actualization on his part. Contends that absence of this opportunity will result in maladaptive behavior on the supervisor's part and will impede the client's progress in the rehabilitation process.

1196 University of Arkansas, Arkansas Rehabilitation Research and Training Center, The rehabilitation of the deaf--A training guide. Eleventh Institute on Rehabilitation Services. Fayetteville, Arkansas: Author, 1973.

Final report from the study group on the rehabilitation of the deaf. Topics include overview of rehabilitation of the deaf; communication; outreach; referral; vocational evaluation counseling and adjustment services; employment and job retention; community resources, development and utilization; and critical rehabilitation program components for serving the deaf. Also includes a selected bibliography.

1197 Foley, J., Task analysis for job performance aids and related training. Brooks Air Force Base, Texas: Air Force Human Resources Laboratory, 1973.

Presents several aspects of task analyses for maintenance jobs when such analyses are used as a basis for the development of job performance aids and job-oriented training. Reviews job observation, questionnaire, interview, and hardware analysis as some means which are available for identification of job tasks.

1199 Harris, M., & Venardos, M., Reducing test anxiety in a clinical population: A comparison of relaxation training, test orientation, and a therapeutic interview. Rehabilitation Counseling Bulletin, 1973, 16(3), 137-145.

A report of a study designed to investigate the effects of several procedures for reducing test anxiety in clients participating in a vocational evaluation in a rehabilitation center. Methods utilized included (a) presentation of a tape recording designed to induce relaxation, (b) presentation of a test orientation tape with accompanying booklet, and (c) a therapeutic interview encouraging expression of feelings.

1200 Hartlage, L., & Johnsen, R., Video playback as a rehabilitation tool with the hard-core unemployed. Rehabilitation Psychology, 1973, 20(3), 116-120.

Report of a project in which videotape playback was evaluated as an approach to helping develop work behavior of hard-core unemployed clients in a work adjustment program at a rehabilitation facility. Variables measured included production, time working, socializing, and distractability.

1202 Korn, T., Guidelines for evaluation planning using the 3rd edition of the Dictionary of Occupational Titles as a model. Unpublished manuscript, Menomonie, Wisconsin: University of Wisconsin - Stout, Department of Rehabilitation and Manpower Services, Research and Training Center, 1973.

A step-by-step methodology to aid in planning for a client's evaluation program. Divided into two parts: (a) suggested procedure for use when the referral question is fairly job-specific, and (b) suggested procedure for use when the referral is exploratory (find out what jobs the client can do).

1206 Morin, B. (Ed.), Pre-vocational students aided by evaluation program. The Enterprise (Snohomish County, Washington), June 20, 1973.

A description of a cooperative prevocational program in which the Philadelphia JEVS Work Samples are used to determine skills, ability, aptitudes, and interests of students as a basis for further vocational guidance and counseling.

1207 Morris, J., & Permenter, N., An automated vocational assessment system. Lubbock, Texas: Texas Tech University, Research and Training Center in Mental Retardation, 1973.

A description of a general purpose vocational assessment battery developed to provide evaluation of vocational skills and capacities of vocational rehabilitation clients. Apparatus consists basically of a conveyor belt, small boards with appropriate tasks displayed on them, associated tools necessary to perform the tasks, and appropriate electro-mechanical equipment for timing, counting, and recording data from the tasks. Areas for evaluation include: matching, linear pursuit, tool identification, manipulation, multi-limb coordination, and measuring.

1209 Kay, H., Utilization of inmate aides within Division of Corrections work evaluation units. Unpublished paper, Florida State Prision, 1973.

A report of the utilization of inmates as evaluation aides in a Florida penal institution. Duties and supervision of aides and suggestions for operations in a penal institution are discussed.

1215 Schlamp, F., The development of a public assistance recipient perception inventory (PARPI). Rehabilitation research report, #FSS 73-12-1, Sacramento: State of California, Health and Welfare Agency, Department of Rehabilitation, 1973.

Reports on a method of determining the perceptions of disabled welfare recipients in the following five attitudinal areas: self perception, dependency, official agencies, the world of work, and personality configurations. A 101 item sample scale is included along with discussion of other studies on attitude measurement.

1217 Bootzin, R., & Kazdin, A., The token economy: An evaluative review. Journal of Applied Behavior Analysis, Monograph Number 1, 1972, 5(3), 1-30.

Review of the use of token economies in a wide range of settings. Advantages of the procedure are described; however, principle discussion regards the obstacles which may impede its implementation and therapeutic efficiency such as problems in staff training, client resistance, circumvention of the contingencies, nonresponsiveness of subjects, and non-generalization of behavior gains.

1218 Hume, B., The problems of assessment, ergonomics, equipment design and modification and job training of the heavily handicapped. Productivity and the cerebral palsied. Sydney, Australia: In Centre Industries, 1972.

Describes the use of a specific work measurement technique (MODAPTS or Modular Arranged Predetermined Time Standards) as a means of assessing effectiveness in performing work-related motions. Also discusses a number of principles relative to the use of the body and the work place.

1219 Malmberg, P., & Morley, R., Vocational evaluation and curriculum modification. Des Moines, Iowa: Iowa Department of Public Instruction, 1972.

Proceedings of a workshop for school personnel on the use of vocational evaluation in school programs. Chapters include: Adult needs of the mentally retarded (Morley), Evaluating the vocational potential of the educable mentally retarded (Brolin), Job analysis--the key to effective job-and-people-matching (Lawry), Matching students with jobs--a real challenge (Lawry), Vocational evaluation through the use of work samples (Krehbeil), Reason for work sampling at Kennedy High School (Erickson), Evaluation of work sampling (Oxenford), Job samples (Jahncke), The Reading Free Vocational Interest Inventory (Becker), The evaluation and modification of work behavior of educable mentally retarded clients (Chaffin), The employee Q sort (Chaffin), and Student Q sort (Morley), and Combining information and procedures related to rendering students employable (Morley).

1220 National Task Force on Welfare Reform and Rehabilitation Planning, Evaluation of rehabilitation potential under welfare reform. Washington, D.C.: U.S. Department of Health, Education, and Welfare, Social and Rehabilitation Service, Rehabilitation Services Administration, 1972.

Defines evaluation under welfare reform, identifies caseload to be evaluated, describes evaluation process, criteria for selecting the kind of evaluation appropriate for the particular individual, and discusses guidelines for evaluation in rehabilitation facilities.

1221 Rosenberg, B., TOWER: Vocational testing of the Handicapped. International Rehabilitation Review, 1972, 23(3 & 4), 14-16.

A discussion of the reasons for the development of the TOWER Work Sample Battery at the Institute for the Crippled and Disabled, New York. Also included are criteria for the development of work samples and emergence of the vocational evauator as a professional in the field of rehabilitation.

1223 Fine, S., & Wiley, W., An introduction to functional job analysis. Kalamazoo, Michigan: W. E. UpJohn Institute for Employment Research, 1971.

Discusses functional job analysis in terms of the following: (a) a conceptual system defining dimensions of work activity and thus a way of conceiving the world of work, (b) an observational method and thus a way of looking at people at work, and (c) method for evaluating the design of work and its performance. Describes methodology for application of functional job analysis.

1225 Krantz, G., Manual vocational behaviors scale (experimental). St. Paul, Minnesota: Minnesota Department of Education, Vocational-Technical Division and Special Education Section, 1971.

Includes manual for use of the scale and also an example of the scale. Emphasizes that the scale is intended to describe behavioral dimensions that are not abstract and for which something can be done.

1226 U.S. Department of Health, Education, and Welfare, Social and Rehabilitation Service, Rehabilitation Services Administration, Case recording and reporting in rehabilitation facilities. Washington, D.C.: Author, 1971.

Covers the following points in effective case recording and reporting: value of case recording, helpful hints in case recording, case record content, case reporting to other agencies, maintenance of client records, evaluation of client records and standards for records and reports.

1228 U.S. Department of Health, Education, and Welfare, Social and Rehabilitation Service, Rehabilitation Services Administration, Standards for rehabilitation facilities and sheltered workshops. Washington, D.C.: Author, 1971.

Standards and major principles in the areas of: organization and administration services (including work evaluation and work adjustment), facility staff, client considerations, record keeping and reports, community relations and safety. (Basically a revision of the 1965 Standards for Rehabilitation Centers and Facilities.)

1229 Buehler, R., Job-related behavior rating scale. Training and Development Journal, 1969, 23(3), 14-20.

Reports on a study in which the purpose was to (1) develop and test a procedure for determining what specific job-related behaviors (excluding technical skills) are required for job retention and (2) to test a procedure for constructing a behavior rating scale to measure acquisition of specific job retention behaviors.

1230 Lerman, A., et al., The development of measures of vocational interests and relevant aptitudes for the deaf. Jackson Heights, New York: Lexington School for the Deaf, 1969.

Reviews the literature in regard to the measurement of vocational interest and aptitudes of the deaf. Discusses problems with available measurement instruments and includes samples of interest testing material developed at the authors' facility. (RD-2453-5; PB 234-655)

1231 Campbell, B., & Strother, K., Goodwill Industries of Cleveland rehabilitation program. Cleveland: Goodwill Industries of Cleveland, n.d.

A manual for the rehabilitation program at Goodwill Industries of Cleveland. Included are briefs of the following: PREP Program (Parolee Rehabilitation Employment Program), Job Readiness Program, Job Placement, Off The Street Hiring Program, and Psychological Services. Evaluation program section includes description in the areas of clerical, payroll computation, small appliance repair, upholstery and furniture repair, key sorting, pipe assembly, door lock assembly, picture postcard assembly, carburetor assembly, sewing, bicycle repair, mechanical drafting, and ladder assembly. Work adjustment training section includes description on shoe repair, dry cleaning, laundry, pressing, sales clerk, janitorial, machine shop, small machine repair, and cafeteria.

1232 Rabucha, W., Work evaluation reports and reporting. Unpublished manuscript, Florida, n.d.

The following points are discussed: importance of good report writing, problem areas, relevancy of observations, different forms of reports, contents, sequential progress notations, behavioral observation reporting, client folder, logical proceeding, final report, prescription and prognosis, and the appearance of the report. Also includes a variety of sample forms.

1233 Segedi, R., & Strother, K., *GWI work sample evaluation program*. Cleveland: Goodwill Industries of Cleveland, n.d.

A description of the work sample program of Goodwill Industries of Cleveland. Includes brief description of the following tasks: color discrimination, design discrimination, lettering, key sort, packaging, order invoice, measuring, filing, computation, assembly, drafting, soldering and sewing.

1235 Downs, S., & Smith, M., Trainability assessments for apprentice selection in shipbuilding. *Journal of Occupational Psychology*, 1975, *48*, 39-43.

Trainability assessments were designed for predicting apprentice performance in four skills in the shipbuilding industry--pipe-working, metal using, fitting and electrical. Advantages and problems in the use of trainability assessments are discussed.

1236 Olshansky, S., Work samples: Another view. *Rehabilitation Literature*, 1975, *36*(2), 48-49.

Discusses limitations of work samples including provoking of client anxiety, lack of opportunity for the client to demonstrate learning ability, lack of mutual planning by client and evaluator in the selection of work samples, client receiving less than a fair chance to demonstrate real working capacity, and lack of evidence of true predictive capability of work sampling.

1237 Baker, F., Baker, R., & McDaniel, R., Denormalizing practices in rehabilitation facilities. *Rehabilitation Literature*, 1975, *36*(4), 112-115.

Points out that many rehabilitation practices in facilities are denormalizing in that they create anxiety and increase the deviance of those persons receiving rehabilitation services. Cites examples of practices which lead to denormalization and emphasizes need for normalizing rehabilitation services.

1238 Nadolsky, J., Specialization: Its nature and effects (Editorial). *Vocational Evaluation and Work Adjustment Bulletin*, 1975, *8*(1), 2-7.

Explores specialization and its effects upon its parent discipline and other related disciplines. Emphasizes need for consistent and orderly development within a discipline in order to avoid overlap in function and also to reduce jealousy and conflict between disciplines.

1239 Brewer, E., Miller, J., & Ray, J., The effect of vocational evaluation and work adjustment on clients' attitude toward work. *Vocational Evaluation and Work Adjustment Bulletin*, 1975, *8*(1), 18-25.

Purpose of the study was to evaluate the effect of (1) vocational evaluation on clients' attitude toward work and (2) work adjustment following vocational evaluation on clients' attitude toward work. The Employment Readiness Scale (Alfano) findings indicate that subjects who participated scored significantly higher in attitude toward work than control subjects.

1240 Lee, J., Procedural changes and client outcome in a work adjustment facility. *Vocational Evaluation and Work Adjustment Bulletin*, 1975, *8*(1), 26-30.

Results of a study suggest that time can be reduced and success can be increased in work adjustment by the following interventions: increased client participation, development of a comprehensive rehabilitation plan, increase in on-the-job guidance, and behavior modification with monetary reinforcement.

1241 Esser, T., The workshop environment: Some essential considerations. *Vocational Evaluation and Work Adjustment Bulletin*, 1975, *8*(1), 31-35.

Emphasizes need for a realistic work environment in a workshop in order for the client to learn the demands of a true commercial or industrial setting. Discusses production-rehabilitation, work dichotomy, implications of the use of the "make work" variety of tasks and activities, and advantages of a businesslike approach to sheltered workshop operation.

1242 Young, W., Effecting human change: Considerations and methods. *Vocational Evaluation and Work Adjustment Bulletin*, 1975, *8*(1), 36-41.

Begins with the premise that change is essential to survival. Emphasizes that in structuring a facilitative relationship to affect human change, the importance of establishing a proper atmosphere in the initial stage is necessary. Specific techniques are described which are useful in assuring that change occurs.

1243 Barton, E. (Ed.), Behavioral objectives: The key to meaningful client rehabilitation plans, rev. of Mager, R., *Preparing instructional objectives* and Mager, R., *Goal analysis* (Fearson Publishers). *Vocational Evaluation and Work Adjustment Bulletin*, 1975, *8*(1), 42-48.

A topical review of the above books by Mager and discussion on importance of establishing understandable, measurable, and achievable behavioral objectives for client rehabilitation plans.

1244 Wiinamaki, M., MDC Job Quest Series. In A. Sax (Ed.), Innovations in vocational evaluation and work adjustment. *Vocational Evaluation and Work Adjustment Bulletin*, 1975, *8*(1), 49-51.

A description of the MDC Job Quest Series, an audio-visual program designed for rehabilitation clients to help prepare them for job seeking skills. Divided into three parts, the series contains (1) identification and utilization of different community resources for job information, (2) preparation of a resume, and (3) preparing for an interview.

1245 Esser, T., The Work Adjustment Program: An Overview. In A. Sax (Ed.), Innovations in vocational evaluation and work adjustment. Vocational Evaluation and Work Adjustment Bulletin, 1975, 8(1), 51-52.

A description of the audio-visual program entitled The Work Adjustment Program: An Overview. The primary purpose of this program is to provide vocational evaluation, work adjustment, and other rehabilitation personnel with a basic model for work adjustment programs.

1246 Dunn, D., Characteristics of vocational evaluation service recipients. Vocational Evaluation and Work Adjustment Bulletin, 1975, 8(1), 8-17.

The results of a survey to determine various characteristics of vocational evaluation clients are reported upon including referral sources, demographic characteristics, vocational characteristics, handicapping and disabling conditions, functional disabilities, recommended vocational outcomes, and recommended services.

1247 Hackman, J., & Oldham, G., Development of the job diagnostic survey. Journal of Applied Psychology, 1975, 60(2), 159-170.

The properties and uses of the Job Diagnostic Survey (JDS) are described. The JDS is intended to (a) diagnose existing jobs to determine if (and how) they might be redesigned to improve employee motivation and productivity, and (b) to evaluate the effects of job changes on employees.

1248 Dickey, T., Meeting the vocational needs of the older blind person. New Outlook for the Blind, 1975, 218-225.

Vocational placement of older blind people is discussed. Statistical data on desirability of hiring older workers is reviewed, along with pointers on responding to employers objections. Categorizes older blind persons as falling into four groups--minimal, average, sheltered, and special--each requiring a different level of placement services. Relationship of past work experience to new job possibilities is also explored.

1249 Cohen, M., & Close, D., Retarded adults' discrete work performance in a sheltered workshop as a function of overall productivity and motivation. American Journal of Mental Deficiency, 1975, 79(5), 526-529.

Production times of retarded adults in a sheltered workshop were analyzed in terms of actual time working as opposed to actual time not working and under conditions of standard and high motivation. Under standard conditions, low productivity was primarily the result of more time spent not working. High motivation weakened this effect. Results are discussed in terms of cognitive vs. motivational interpretations of individual differences in work performance.

1250 Bateman, S., Application of Premack's generalization on reinforcement to modify occupational behavior in two severely retarded individuals. American Journal of Mental Deficiency, 1975, 79(5), 604-610.

Premack's generalization that a more probable response will reinforce a less probable one was applied to modify vocational behavior of two severely retarded individuals. Practical advantages of utilizing Premack's generalization as a reinforcement technique for motivating retarded individuals in rehabilitation settings is examined.

1251 Youry, M., GULHEMP: What workers can do. Manpower, 1975, 7(6), 4-10.

A description of the GULHEMP scale, a system for testing an older worker's physical condition for work and in which job analysis is also completed so that the worker can be matched to the demands of the job. GULHEMP is an acronym for G-general physique, U-upper extremities, L-lower extremities, H-hearing, E-eyesight, M-mentality, and P-personality.

1252 Kopstein, F., & Klores, M., Work sample technique: A reply to Olshansky. Rehabilitation Literature, 1975, 36(5), 141-142.

A reply to Olshansky's article Work Samples: Another View. Discusses work samples as a learning opportunity, work samples versus psychological tests, and work sampling as a situation controlled by the evaluator.

1253 Olshansky, S., Reply to Kopstein and Klores. Rehabilitation Literature, 1975, 36(5), 142.

A reply to the article written by Kopstein and Klores entitled Work Sample Technique: A Reply to Olshansky. Primarily discusses their point of view on work samples and learning capacity.

1254 Brolin, J. (Ed.), Agricultural evaluation at Iowa Lakes. Spotlight VII, 1975, 1(1), 5-6.

A description of the agricultural evaluation program at Iowa Lakes Community College, Emmetsburg, Iowa. This is a junior college program designed to (a) provide evaluation in agricultural and natural resources to determine the individual's potential for entry into direct employment, existing farming programs at area vocational technical schools, degree programs, and on-the-job training and (b) allow involvement in and demonstration of skill in agricultural areas for disability groups not normally considered feasible for such entry.

1255 Packard, R., A pre-admission screening battery: A concurrent validation of the McCarron-Dial Work Evaluation System. Unpublished masters thesis, University of Texas Health Science Center at Dallas, Dallas, Texas, 1975.

The purpose of the investigation was to examine the utility of an abbreviated version of the McCarron-Dial Work Evaluation System as a pre-admission screening tool to identify the levels of vocational functioning of mentally retarded clients.

1256 Erickson, R., & Guinn, F., An approach to improving the vocational evaluation process. Paper presented at Illinois Rehabilitation Association Conference, Rockford, Illinois, 1975.

Contains a brief description of the vocational evaluation unit at the Institute for Physical Medicine and Rehabilitation, Peoria, Illinois. Discusses the use of a Management by Objectives system (MBO) which is incorporated into the vocational evaluation process. The purpose of the MBO system is to have superiors and subordinates agree upon and define common goals.

1257 Macon County Rehabilitation Facilities, Implementing the MBO-goal attainment model for individual client programming. Paper presented at Illinois Rehabilitation Association Conference, Rockford, Illinois, 1975.

A brief outline of Management by Objectives - goal attainment, "behavior" goal specifics, perspectives, ultimate quality, determinations and an example of a goal attainment contract.

1258 Chicago Goodwill Industries, Utilization of video equipment at Chicago Goodwill Rehabilitation Center. Paper presented at Illinois Rehabilitation Association Conference, Rockford, Illinois, 1975.

A brief description of the use of video equipment is described for the following areas: job seeking skills, job interviewing, and group interaction problem solving.

1259 Poor, C., et al., Vocational potential assessment. Archives of Physical Medicine and Rehabilitation, 1975, 56, 33-36.

Discusses the four approaches to vocational assessment--mental testing, work sampling, situational analysis and job tryouts--as previously described in Work and Human Behavior by Neff.

1260 Kuna, D., Meditation and work. Vocational Guidance Quarterly, 1975, 23(4), 342-346.

Proposes that vocational evaluators, adjustment specialists, other rehabilitation personnel and clients use the technique of transcendental meditation (TM) as a method to strengthen their sense of physical and psychological self.

1261 Currie, L., An index of vocational awareness. Vocational Guidance Quarterly, 1975, 23(4), 347-353.

A report of research which attempts to make operational the construct of vocational awareness. Discusses the use of the Vocational Awareness Index (VAI) which was developed to measure vocational awareness construct and the Career Maturity Inventory (CMI), an instrument designed to measure maturity as it applies to vocational aspects.

1262 Luce, D., & Mueller, L., Evaluating the severely disabled: A case study. Rehab Review, 1975, 1(1).

A description of the controlled environmental laboratory evaluation, a system used primarily for the severely disabled at Goodwill Industries, Milwaukee. The purpose of the laboratory is to measure in-depth cognitive, psychomotor and affective functioning, a process which precedes on-the-job evaluation and situational assessment.

1263 Best, D., The Goodwill Evaluation Center report format. Rehab Review, 1975, 1(1).

Describes a work evaluation report developed at Goodwill Industries of Milwaukee which is based upon the data-people-things relationship from the Dictionary of Occupational Titles.

1264 Bodien, J., Vocational evaluation: A functional analysis. Rehab Review, 1975, 1(1).

A brief description of the vocational evaluation program at Goodwill Industries, Milwaukee, which includes intake, psychometric testing and work sampling, situational assessment and on-the-job evaluation.

1265 Rosinsky, R., Program evaluation. Rehab Review, 1975, 1(1).

A description of the program evaluation system which is being instituted at Goodwill Industries, Milwaukee. The focal point is the measurement of operationally defined objectives stated in terms of client outcome.

1266 Hutchison, J. (Ed.), Goodwill Industries of America rehabilitation manual. Washington: Goodwill Industries of America, 1975.

This manual is a compilation of rehabilitation materials utilized and developed by the National Goodwill office and approximately 85 Goodwill Industries across the United States. Major sections include procedures for intake, individual rehabilitation planning, procedures for evaluation services, procedures for adjustment services, job readiness, placement services, and advocacy services.

1267 Nadolsky, J., Action, mobility, and independence (Editorial). Vocational Evaluation and Work Adjustment Bulletin, 1975, 8(2), 3-6.

Analyzes mobility from the point of view that personal development, growth, and independence is highly related to that factor and to the understanding that the individual has of himself.

1268 Moore, E., On making ourselves contingent reinforcers. Vocational Evaluation and Work Adjustment Bulletin, 1975, 8(2), 7-11.

Emphasizes that the effectiveness of rehabilitation training could be enhanced if there were greater awareness, development, and systematic utilization of social reinforcement (as opposed to token systems). Includes discussion on increasing and improving the reinforcement value of staff persons.

1269 McDaniel, R., Baker, F., & Freeman, E., Extending behavior modification to the natural environment for work adjustment. *Vocational Evaluation and Work Adjustment Bulletin*, 1975, *8*(2), 12-18.

Behavior modification techniques used in the rehabilitation facility may be effective in reducing maladaptive behavior and increasing workshop performance; however, the problem may be that there is often times a reduction in the frequency of the desired behavior upon leaving the controlled environment. Discusses need for and advantages of extending behavior modification outside of the rehabilitation setting.

1270 Raymond, E., Measuring the interpersonal aspects of work behavior. *Vocational Evaluation and Work Adjustment Bulletin*, 1975, *8*(2), 19-23.

Points out that most work sample batteries appear to overlook a necessary and critical worker characteristic - goal oriented group behavior or the measurement of interpersonal aspects of work behavior. Discusses methods for development of group oriented tasks and methods for measurement.

1271 Simmons, M., A survey of Georgia rehabilitation counselors' opinions about vocational evaluation reports. *Vocational Evaluation and Work Adjustment Bulletin*, 1975, *8*(2), 24-28.

A report in which a group of Georgia rehabilitation counselors were interviewed in regard to the following questions about evaluation reports: (a) what type of evaluation reports do you prefer? (b) what criticisms do you have of the evaluation reports? and (c) what suggestions do you have for improving evaluation reports? Results are compared to similar studies completed in Tennessee and Florida.

1272 Nadolsky, J., Establishment of a basis for the development of a simulation training program for vocational evaluators. *Vocational Evaluation and Work Adjustment Bulletin*, 1975, *8*(2), 29-41.

Report of a study undertaken to establish a basis and structure for development of a complete simulation training program for vocational evaluators. Discusses the use of the Model for Vocational Evaluation (Nadolsky) which contains ten variables leading to a logical vocational choice as a basis for the application of simulation and training methods.

1273 Barton, E. (Ed.), Assessing the employability of the trainable mentally retarded: Tools and issues, rev. of Timmerman, W. and Doctor, A., *Special applications of work evaluation techniques for prediction of employability of the trainable mentally retarded* (Quadco Rehabilitation Center). *Vocational Evaluation and Work Adjustment Bulletin*, 1975, *8*(2), 42-58.

A review and discussion of Timmerman and Doctor's *Special Applications of Work Evaluation Techniques for Prediction of Employability of the Trainable Mentally Retarded*.

1274 Brandon, T., et al., Valpar Component Work Sample System. In A. Sax (Ed.), Innovations in vocational evaluation and work adjustment. *Vocational Evaluation and Work Adjustment Bulletin*, 1975, *8*(2), 59-63.

A review and description of the Valpar Component Work Sample System.

1275 Rosen, M., & Zisfein, L., *Personal adjustment training*, Volume I. Elwyn, Pennsylvania: Elwyn Institute, 1975.

Describes a group counseling curriculum for use within institutions for the mentally handicapped. The procedure is designed to ameliorate those social deficiencies associated with institutionalized and cognitive defects. Sections include: self-evaluation, identity, self-concept, acquiescence, exploitation, assertive training, heterosexual training, independence, decision making, initiative and recapitulation.

1276 Rosen, M., & Zisfein, L., *Personal adjustment training*, Volume II. Elwyn, Pennsylvania: Elwyn Institute, 1975.

Provides guidelines for a structured group counseling program designed to teach assertive responses to the mentally handicapped. Aimed at mentally handicapped who demonstrate patterns of compliance, withdrawal, passivity, and unqualified obedience.

1277 Hoffman, M., & Rosen, M., *Personal adjustment training*, Volume III. Elwyn, Pennsylvania: Elwyn Institute, 1975.

Describes a structured group counseling program designed for mentally handicapped persons who demonstrate bizarre or inappropriate behaviors which would be unacceptable in the community. Uses group dynamic approaches and self-confrontation techniques to help the client label and recognize his inappropriate behavior and become motivated to change.

1278 Crow, S. (Ed.), *Positions on the practice of vocational evaluation*. Washington, D.C.: Vocational Evaluation and Work Adjustment Association, 1975.

A collection of reports on topics from the Vocational Evaluation and Work Adjustment Association project. Contents include the following: The Vocational Evaluator (Self Story--Charles Richman, A Task Analysis--Raymond Ehrle, Knowledge and Skills--Randall McDaniel, and Training--Robert Mayes); The Evaluator's Tools (Work Samples--Arnold Sax, Work Samples--Harold Kulman, Situational Assessment--Dennis Dunn, The Evaluator as the Synthesizor--Jack Genskow, and Building New Self-Concepts in the Client--Thomas Brandon); Human Dynamics (The Client and the Evaluator--John Killian, Evaluator and Counselor--Robert Davis, The Evaluator and Other Professionals--Bernard Rosenberg, The Evaluator and the Facility Staff--Shirley Whipp); The Delivery System (The Decision to Refer to Vocational Evaluation--Avis Peterson, Milieu-Study--Horace Sawyer, Client Participation in Evaluation--B. Douglas Rice, The Validity and Use of Vocational Evaluation--Donn Brolin).

1279 Botterbusch, K., & Esser, T., A selected, annotated bibliography of books on behavior modification. Menomonie, Wisconsin: University of Wisconsin - Stout, Dept. of Rehabilitation and Manpower Services, Materials Development Center, 1974.

The purpose of this bibliography is to provide vocational evaluation and work adjustment professionals with a selected list of books on behavior modification. The bibliography is divided into three sections: basic, intermediate and advanced. The basic books are meant for those who have little or no background in psychology or behavior modification. Intermediate level books are intended for those with some background. Advanced books are generally intended for those who may have academic training in psychology and who desire to explore behavior modification in depth.

1280 Esser, T., & Scheinkman, N., Improving client participation in vocational rehabilitation planning through audiovisual orientation. Journal of Applied Rehabilitation Counseling, 1975, 6(2), 88-95.

Supports the use of audio-visuals to provide a technique for orienting clients to the programs and services of individual rehabilitation facilities. Contends that client success in completing rehabilitation programs would improve as a result of such orientation.

1281 Fletcher, A., & Mueller, P., Work adjustment training. Rehab Review, 1975, 1(2).

A description of the WAT (Work Adjustment Training) program at Goodwill Rehabilitation Center, Milwaukee, Wisconsin, including time in training, rate of pay, and techniques used.

1282 Baker, S., & Hansen, R., Job design and worker satisfaction: A challenge to assumptions. Journal of Occupational Psychology, 1975, 48(2), 79-91.

This report finds that modest differences in the structure of jobs are not related to job satisfaction and that there is no interaction between the workers orientations and the nature of the jobs which influences satisfaction.

1283 Muchinsky, P., Utility of work samples. Personnel Journal, 1975, 218-220.

Discusses the use of work samples as a means of complying with the EEOC (Equal Employment Opportunity Commission) guidelines on personal selection, which stipulate that tests designed to measure eligibility for hire must demonstrate evidence of content validity.

1285 Johnson, W., Korn, T., & Dunn, D., Comparing three methods of presenting occupational information. The Vocational Guidance Quarterly, 1975, 24(1), 62-66.

Report of a study, the purpose of which was two-fold: first, to demonstrate a method for local development of slide-tape occupational information materials, and second, to determine whether the slide-tape presentation was a more effective means of conveying this information than a printed or an oral presentation.

1286 Schmidt, D., Prediction of success in clerical occupations from ability test scores. The Vocational Guidance Quarterly, 1975, 24(1), 68-72.

Study examines two null hypotheses--that the ability level of three groups of clerical employees - high, medium, and low - had no relationship to the employees satisfactoriness scores (not rejected) and that the ability level of three groups of clerical employees - high, medium, and low - had no relationship to the employees satisfaction scores (rejected).

1287 Latham, G., Wexley, K., & Pursell, E., Training managers to minimize rating errors in the observation of behavior. Journal of Applied Psychology, 1975, 60(5), 550-555.

Report of the results of a study in which managers were assigned to either a workshop, a group discussion, or a control group. Workshop and group discussion was directed toward elimination of the following rating behaviors: contrast effects, halo effect, similarity, and first impressions.

1288 Borman, W., Effects of instructions to avoid halo error on reliability and validity of performance evaluation ratings. Journal of Applied Psychology, 1975, 60(5), 556-560.

Report of a study which investigated the effect of short-term training to reduce halo error in performance ratings.

1289 Borman, W., & Dunnette, M., Behavior-based versus trait-oriented performance ratings: An empirical study. Journal of Applied Psychology, 1975, 60(5), 561-565.

Rater's evaluated the performance of subordinates using (a) behaviorally anchored scales, (b) scales containing the same dimensions and definitions but without behavioral anchors, and (c) a series of scales involving trait-oriented dimensions, also without anchors.

1290 Mitchel, J., Assessment center validity: A longitudinal study. Journal of Applied Psychology, 1975, 60(5), 573-579.

Data on managers attending an assessment center was examined for changes in validities over a period of time. Peer and assessor ratings were found to be significantly correlated with a criterion of salary growth.

1291 Gael, S., Grant, D., & Ritchie, R., Employment test validation for minority and nonminority clerks with work sample criteria. Journal of Applied Psychology, 1975, 60(4), 420-426.

Report of a study by American Telephone and Telegraph in which ten tests of intellectual ability and perceptual speed and accuracy were validated against specially developed clerical work samples given to minority employees and white employees. A combination of four tests was significantly predictive of clerical proficiency for each ethnic sample and for the total combined sample.

1292 Fine, S., Holt, A., & Hutchinson, M., Functional job analysis: An annotated bibliography. Kalamazoo, Michigan: The W. E. Upjohn Institute for Employment Research, 1975.

An annotated bibliography of the literature which has been published on the subject of functional job analysis.

1293 Mallik, K., & Sablowsky, R., Model for placement-job laboratory approach. Journal of Rehabilitation, 1975, 41(6), 14-20.

Provides a description of the Job Development Laboratory at George Washington University. A system for matching severely disabled to appropriate jobs details the use of job analysis, evaluation of physical and mental functioning, use of bioengineering aids and other adaptive measures. Cost benefit analysis information included.

1294 Wehman, P., Toward a social skills curriculum for developmentally disabled clients in vocational settings. Rehabilitation Literature, 1975, 36(11), 342-348.

A curriculum of social skills deemed necessary for successful vocational adjustment is presented for developmentally disabled clients. The curriculum is presented in a 4 phase hierarchical format of increasing complexity levels: personal care, primary interaction, job and community survival, and advanced interaction.

1295 Goodwill Industries of North Central Pennsylvania, Inc., Manual of vocational rehabilitation services for handicapped individuals. DuBois, Pennsylvania: Author, 1975.

Manual outlines and describes the services available from Goodwill Industries of North Central Pennsylvania. Contents include definition and goals, objectives, flowcharts, procedures, and necessary personnel in the following areas: intake, evaluation, work adjustment, job readiness and placement, and sheltered employment. Additional sections include advocacy services, program evaluation, and skill training areas (laundry and pressing, pricing of soft and hard goods, merchandising and sales, office clerical, shoe repair and orthopedic shoe repair, truck helper, maintenance and custodial, janitorial, appliance repair, machine tool operators, electronic coil winding).

1296 Goldberg, R., Vocational and social adjustment after laryngectomy, Scandinavian Journal of Rehabilitation Medicine, 1975, 7, 1-8.

Study examined the vocational and social adjustment of 62 persons with cancer of the larynx. The purpose was to determine the best predictors of such adjustment. These were removation, realism, rehabilitation outlook, previous vocational plans, highest educational grade, educational plans, and acquisition of speech.

1297 Tichauer, E., Occupational biomechanics: An introduction to the anatomy of function of man at work. New York: Institute of Rehabilitation Medicine, New York University Medical Center, 1975.

The purpose of this booklet is to provide information about the anatomy of function of man at work and also information on the anatomical basis of work-place design. Chapter titles include anatomy of function, work tolerance, hand tools, materials handling and lifting, and measurement and evaluation in biomechanics.

1298 Hillis, R., Hall, J., & Roth, S. (Comp.), Work experience programs for the handicapped: An annotated bibliography, No. 8. Los Angeles: California State University, Rehabilitation Counseling Program, 1975.

Materials covered in this bibliography are for the period July, 1970, through June, 1974, and pertain to work experience programs for the handicapped. This is the eighth issue in the series (formerly referred to as Workshops for the Handicapped).

1299 Georgia Division of Vocational Rehabilitation, Training manual: Dictionary of Occupational Titles. Atlanta, Georgia: Author, 1974.

This manual is designed to increase understanding of and appreciation for the value of the Dictionary of Occupational Titles. Besides a description of the content of each of the volumes in the third edition of the Dictionary of Occupational Titles, exercises are provided to assist in learning how to use the various volumes as a system for gaining occupational information. This document was developed primarily for evaluation and other rehabilitation personnel by a committee of the Georgia Dept. of Vocational Rehabilitation.

1300 Esser, T., Individualized client planning for work adjustment services. Menomonie, Wisconsin: University of Wisconsin - Stout, Stout Vocational Rehabilitation Institute, Materials Development Center, 1975.

Discusses the importance of an individualized work adjustment plan and provides instruction in the use of (a) the Individualized Work Adjustment Plan Form, and (b) Individual Goal Sheet. Examples are included to assist work adjustment personnel in evaluating their own work adjustment programs as well as work adjustment plan development.

1301 Sandler, J., & Turner, W., Vocational preparation of the hardcore unemployed: The token economy. Rehabilitation Counseling Bulletin, 1973, 17, 79-91. Also appears in T. Esser and K. Botterbusch (Eds.), Token economies in rehabilitation: A book of readings. Menomonie, Wisconsin: University of Wisconsin - Stout, Stout Vocational Rehabilitation Institute, Materials Development Center, 1975.

Discusses the use of a token economy system of behavior modification with the hard core unemployed. Basic characteristics of a token program plus several case studies are included.

1302 Roos, P., Human rights and behavior modification. Mental Retardation, 1974, 12(3), 3-6. Also appears in T. Esser and K. Botterbusch (Eds.), Token economies in rehabilitation: A book of readings. Menomonie, Wisconsin: University of Wisconsin - Stout, Stout Vocational Rehabilitation Institute, Materials Development Center, 1975.

Discusses critical ethical and moral issues in the use of behavior modification procedures. Use of aversive conditioning and control of behavior is raised in particular.

1303 Botterbusch, K., & Esser, T. (Eds.), Token economies in rehabilitation: A book of readings. Menomonie, Wisconsin: University of Wisconsin - Stout, Stout Vocational Rehabilitation Institute, Materials Development Center, 1975.

This publication is designed to present a book of readings dealing with token economies within rehabilitation settings; more specifically, most of the articles deal with token economies in sheltered workshop work adjustment programs. Part I, the introduction, explains basic concepts and an overview of the topic. Part II, successful token economy programs describes several programs which have proven effective in changing behavior. Part III, human rights and ethical values, deals with the moral implications of behavior modification.

1304 Butz, G., & DeRisi, W., Writing behavioral contracts: A case simulation practice manual. Champaign, Illinois: Research Press, 1975.

A case simulation practice manual designed to teach basic concepts in behavioral counseling and the writing of behavioral contracts. Contracting is a technique used to structure behavioral counseling by making each of the necessary elements of the process so clear and explicit that they may be written into an agreement for behavior change that is understandable and acceptable to everyone included.

1305 Nevil Interagency Referral Service, Inc., Use of work samples with blind clients. Philadelphia, Pennsylvania: Author, 1975.

A final report of a conference held in New Orleans, 1975, to examine the use of work samples for blind clients. Includes the following: review of literature on work samples and commercial work sample systems, reports on the role of work samples, special measures and modifications related to blindness, and evaluation of the work samples. Speech titles include: What the counselor is looking for by way of reports from work evaluation facilities (Bogardus); Work evaluation through job sample usage (Yoder); JEVS Work Sample program (Zimmerman); Using the TOWER System with blind clients (Oberly); Work samples and the growing challenge of evaluation (Lorenz).

1306 Rosinsky, R., Evaluating the severely disabled: The controlled environmental laboratory evaluation. Rehabilitation Literature, 1975, 36(10), 302-305, 320.

Describes the Controlled Environmental Laboratory (CEL) at Milwaukee Goodwill Industries, a special laboratory designed to evaluate the severely disabled. Includes information on funding and description of the evaluation areas including vocational, behavioral, cognitive and perceptual-motor capabilities. Focus is on identifying a beginning for remedial programming--analysis of research is also included.

1307 Kazdin, A., Behavior modification in applied settings. Homewood, Illinois: The Doresy Press, 1975.

The purpose of the book is to provide an introduction to behavior modification techniques in applied settings. The major focus is placed upon the application of operant principles, implementation of behavior modification techniques and measurement, and evaluation of program effectiveness. Other topics include misconceptions of behavior modification, positive reinforcement, punishment and negative reinforcement, extinction, self-control, response maintenance, transfer of training, and ethical considerations.

1308 Couch, R., Vocational evaluation of the severely disabled. In W. Jenkins, R. Anderson and W. Dietrich (Eds.), Serving the severely disabled client: Conference proceedings. Memphis, Tennessee: Memphis State University, College of Education, Department of Special Education and Rehabilitation, 1975, 89-93.

Problems of providing services to the severely disabled, such as lack of counselor interest and motivation, lack of adequate facilities, and lack of trained evaluators operating within the facilities are discussed.

1309 Couch, R., The Vocational Evaluation and Work Adjustment Association. In W. Jenkins, R. Anderson and W. Dietrich (Eds.), Serving the severely disabled client: Conference proceedings. Memphis, Tennessee: Memphis State University, College of Education, Department of Special Education and Rehabilitation, 1975, 94-97.

A description of the history, growth, and purposes of VEWAA (Vocational Evaluation and Work Adjustment Association).

1310 Gaines, T., The Vocational Evaluation and Work Adjustment Association: Present and future. In W. Jenkins, R. Anderson and W. Dietrich (Eds.), Serving the severely disabled client: Conference proceedings. Memphis, Tennessee: Memphis State University, College of Education, Department of Special Education and Rehabilitation, 1975, 98-104.

Present purposes and future goals of the VEWAA organization are discussed as related to both national and state efforts.

1311 Sax, A., Adjustment services for the severely disabled. In W. Jenkins, R. Anderson and W. Dietrich (Eds.), Serving the severely disabled client: Conference proceedings. Memphis, Tennessee: Memphis State University, College of Education, Department of Special Education and Rehabilitation, 1975, 105-110.

Speaks of the need for adjustment services to encompass all problems a client may encounter in addition to work related behaviors. Commitment to the belief that the severely disabled can be rehabilitated is discussed and the need for training in and use of available adjustment literature and materials.

1312 Fry, R. (Ed.), Work evaluation and adjustment: An annotated bibliography, 1974 supplement. Menomonie, Wisconsin: University of Wisconsin - Stout, Department of Rehabilitation and Manpower Services, Materials Development Center, 1975.

Contains descriptive annotations of 108 articles, speeches, and publications related to work evaluation and adjustment, primarily from the year 1974. Features both a KWOC (keyword-out-of-context) index for location of material by subject area and an author index. KWOC index includes titles to all documents in MDC literature collection.

1313 Dunn, D., et al., Vocational evaluation services in the human services delivery system. Vocational Evaluation and Work Adjustment Bulletin, 1975, 8, Special Edition-Part 1, 7-48.

The final report of Task Force #1, VEWAA Project, discusses the role and function of vocational evaluation services in relation to goals and objectives of human service delivery systems including vocational rehabilitation, education, and manpower programs. Goals and benefits of vocational evaluation services are developed, along with cost effective ways of delivering the services. Fiscal, agency structure, professional, personnel, philosophical, communication and referral barriers to the effective delivery of vocational evaluation services are discussed.

1314 Kulman, H., et al., The tools of vocational evaluation. Vocational Evaluation and Work Adjustment Bulletin, 1975, 8, Special Edition-Part 1, 49-64.

The final report of Task Force #2, VEWAA Project, discusses the tools of vocational evaluation. They are categorized, defined, and discussed as (a) situations as tools, on-the-job evaluation, job site situation, production work situation, trial training situation, and simulated job stations; work samples including actual job samples, simulated job samples, single trait samples, cluster trait samples, advantages and disadvantages, standards, norms, administration, considerations, and psychometrics; (b) resource tools including occupational information, client information, job analysis and audio-visual materials; (c) applied tools include discussion of interviewing procedures, observational procedures, and reporting procedures. Accountability as it applies to evaluation is also discussed and proposals are made for the improvement of practices in the field.

1315 Piccari, J., et al., Standards for vocational evaluation. Vocational Evaluation and Work Adjustment Bulletin, 1975, 8, Special Edition-Part 2, 68-84.

The purpose of Task Force #5, VEWAA Project, was to study the standards for accreditation presently used by the Commission on Accreditation of Rehabilitation Facilities (CARF) and the National Accrediting Council (NAC), and to make recommendations for items to be added to the existing CARF and NAC standards to strengthen the evaluation sections. Proposed standards for vocational evaluation programs included.

1316 Ehrle, R., et al., Glossary of terms used in vocational evaluation. Vocational Evaluation and Work Adjustment Bulletin, 1975, 8, Special Edition-Part 2, 85-93.

The final report of Task Force #7, VEWAA Project, includes 73 definitions of terms used in vocational evaluation.

1317 Anderson, J., et al., The evaluator team approach to vocational evaluation. Vocational Evaluation and Work Adjustment Bulletin, 1975, 8(3), 99-120.

The final report of Task Force #4, VEWAA Project, discusses the team concept; communication with peers, other professionals and the client; concerns about the professional status of the evaluator, including role, acceptance, and training of; and also dealing with barriers to the implementation of the evaluator team.

1318 Hutchison, J., et al., The evaluator. Vocational Evaluation and Work Adjustment Bulletin, 1975, 8(3), 121-140.

The final report of Task Force #3, VEWAA Project, discusses role, function, knowledge and skills of the vocational evaluator. Characteristics of evaluators includes background, training, and salary.

1319 Smith, D., et al., The relation of vocational evaluation to organizations and educational institutions. Vocational Evaluation and Work Adjustment Bulletin, 1975, 8(3), 141-161.

The final report of Task Force #6, VEWAA Project, was to report on the education and training of vocational evaluators and also the relationship of VEWAA (Vocational Evaluation and Work Adjustment Association) to universities which may provide training to other professional and legal organizations and to other professional associations.

1320 Poor, C., Vocational rehabilitation of persons with spinal cord injuries. In K. Mallik, S. Yuspeh and J. Mueller (Eds.), Comprehensive vocational rehabilitation for severely disabled persons. Washington, D.C.: The George Washington University Medical Center, Job Development Laboratory, 1975, 153-160.

Discusses the rehabilitation of those with spinal cord injuries in terms of the following factors: physical functioning, educational level, age, work history, family involvement, community resources, transportation, vocational training, rehabilitation counseling, and client motivation. Includes a list of jobs which have been performed by paraplegics and quadriplegics.

1321 Mallik, K., Vocational direction through information handling technology. In K. Mallik, S. Yuspeh and J. Mueller (Eds.), Comprehensive vocational rehabilitation for severely disabled persons. Washington, D.C: The George Washington University Medical Center, Job Development Laboratory, 1975, 78-86.

Discusses the work of the Job Development Laboratory at the George Washington University in exploring and initiating training programs in information handling skills for severely disabled persons such as those who are afflicted with myasthenia gravis, rheumatoid arthritis, spinal cord injury, and cerebral palsy.

1322 Smolkin, C., The anti expert approach to vocational exploration: Vocational evaluation. In K. Mallik, S. Yuspeh and J. Mueller (Eds.), Comprehensive vocational rehabilitation for severely disabled persons. Washington, D.C.: The George Washington University Medical Center, Job Development Laboratory, 1975, 75-77.

Briefly discusses some of the basics of vocational evaluation including psychological tests, work samples, and on-the-job tryouts. Applies Maslow's Need Theory and Buehler's Life Stage Theory to the effects of disability.

1323 Cull, J., & Hardy, R., Modification of behavior of the mentally retarded: Applied principles. Springfield, Illinois: Charles C. Thomas, Publisher, 1974.

According to the authors, the purpose of the text is to look at some of the pragmatic behavior modification approaches which have proven successful in the rehabilitation of the mentally retarded. Topics include vocational potential of the mentally retarded, token economies, peer group influence in behavior modification, modeling, development of psychological and rehabilitation counseling services for the retarded, special problems in residential facilities, and functional retardation.

1324 Cull, J., & Hardy, R., Modification of behavior of the mentally ill: Rehabilitation approaches. Springfield, Illinois: Charles C. Thomas, Publisher, 1974.

A book of readings which includes the following topics: definition of mental illness, use of behavior modification techniques with the mentally ill, group therapy with alcohol abusers, group counseling with mentally handicapped, services and organizations of the rehabilitation unit, rehabilitation services and organizations in the community, transitional and supportive services, uses and abuses of psychological assessment, and problems in the work adjustment of the mentally ill.

1325 Cull, J., & Hardy, R., Behavior modification in rehabilitation settings: Applied principles. Springfield, Illinois: Charles C. Thomas, Publisher, 1974.

A book of readings which contains chapters on the following topics: applied techniques of behavior modification, token economies, modeling, peer group influence in behavior modification, behavior modification with the disadvantaged and with the juvenile offender, behavior modification with the mentally ill, and self-modeling as a modification technique.

1326 Yeadon, A., Toward independence: The use of instructional objectives in teaching daily living skills to the blind. New York, New York: American Foundation for the Blind, 1974.

This book is designed as an introduction to the use of instructional objectives in the teaching of daily living skills to severely visually impaired persons. Contents include an introduction to instructional objectives, table behavior, domestic tasks, use of kitchen equipment and cooking.

1327 Hellervik, L., et al., A model assessment and classification system for men and women in correctional institutions. Minneapolis, Minnesota: Personnel Decisions, Inc., 1974.

Report describes a manpower assessment and classification system for criminal offenders directed toward making practical training and job classification decisions. Model combines traditional procedures of vocational psychology, such as paper and pencil, job aptitude testing, and individual counseling with more recent technologies such as life planning exercises, behavioral simulations of job situations (work samples), and the assessment center concept. Utilizes the GATB (General Aptitude Test Battery), and the MIQ (Minnesota Importance Questionnaire) to measure the satisfactoriness and satisfaction on approximately 150 jobs. (Manpower Administration, DL 21-28-83-09, NTIS PB 241-020)

1328 Korn, T., A keyed information index to the Dictionary of Occupational Titles, 3rd Ed., 1965, Vol. I, II and Supplement 1, 1966 and Supplement 2, 1968. Menomonie, Wisconsin: University of Wisconsin - Stout, Department of Rehabilitation and Manpower Services, Research & Training Center, 1974.

The index is intended to simplify and speed up the retrieval of job information from the D.O.T. It can also be used as a training aid in order to introduce new rehabilitation workers to the D.O.T. as a job information source.

1329 Wiinamaki, M., Job Quest Series: Supplemental resource guide. Menomonie, Wisconsin: University of Wisconsin - Stout, Department of Rehabilitation and Manpower Services, Materials Development Center, 1974.

A review of commercially available materials in the area of job seeking skills. The material in the guide is categorized according to the type of format: audio, film, filmstrip-sound, multi-media, printed material and reference material.

1330 Daniels, L. (Ed.), Vocational rehabilitation of the mentally retarded: A book of readings. Springfield, Illinois: Charles C. Thomas, Publisher, 1974.

A book of readings containing 73 chapters authored by 104 contributors on various aspects of rehabilitating the mentally retarded. Major sections include Behavior Modification Approaches (for the institutionalized M.R., token economies, grooming behavior); Work Study Programs (development of cooperation between school and agencies, foreign programs); Vocational Adjustment Training (evaluation of potential, adjustment rating scales, sheltered workshop adjustment programs); Vocational Training; Employment (employer receptivity, trends in employment); Community Adjustment (residence units, field trips, deinstitutionalization); Personnel (use of professionals and nonprofessionals).

1331 Phillips, J., The use of the Dictionary of Occupational Titles as a job information system in vocational counseling. Los Angeles, California: California Occupational Analysis Field Center, 1973.

A discussion of each of the four volumes of the Dictionary of Occupational Titles, with emphasis on the individual information systems which each volume contains.

1332 Gonwa, J., & Straub, W., Program manual: "The Ranch." Menomonee Falls, Wisconsin: The David A. Hellman Foundation, Inc., 1973.

A manual of the programs and services available from "The Ranch," a rehabilitation facility in Menomonee Falls, Wisconsin. Included are evaluation guidelines, personal and social training, personal hygiene - washing and bathing, dental care, toilet habits, clothing use and care, eating habits, use of math, time and money concepts, and transportation. Training sections include carpentry and woodworking, painting, masonry, plumbing, electricians tools, power tools, grounds maintenance, agriculture, small engine, and clerical.

1333 Tharp, R., & Wetzel, R., Behavior modification in the natural environment. New York: Academic Press, 1969.

Presents basic principles of behavior modification and information on the efficiency and effectiveness of a model for using individualized behavior modification plans without the need to place a client in an artificial environment. A sub-professional behavior analyst designs and monitors behavior modification plans which are put into operation by untrained individuals who have already established an important relationship with a client. The model has potential for a wide variety of applications, including work adjustment programs.

1334 Finn, P., & Wilkerson, B., A manual for community living skills training. Decatur, Illinois: Macon County Rehabilitation Facilities, Inc., n.d.

A manual developed as an instructional guide for developing a community living program. Sections include hygiene, grooming, clothes, purchasing, use of laundromat and dry cleaners, money denominations, time orientation, home care, sex education, finding an apartment, grocery shopping, basic cooking, budgeting, banking, public transportation, accident prevention, and employment preparation.

1335 Baker, F., Individualizing the evaluation process. Paper presented at the Illinois Rehabilitation Association Conference, Rockford, Illinois, 1975.

Discusses the importance and advises on how to individualize the client evaluation process in order to make the process maximally meaningful to the client. Four stages are detailed: referral and orientation; selection of evaluation tasks, procedures, and activities; interpretation and synthesis of the evaluation data; and adjustment training and placement services.

1336 Nadolsky, J., ...With liberty and justice...or certification and licensure...for all (Editorial). Vocational Evaluation and Work Adjustment Bulletin, 1975, 8(4), 2-8.

A discussion of the possible long range outcomes of the current trend toward certification for professionals in the field of vocational rehabilitation. Lists a number of questions which the author feels should be considered by professionals prior to commitment for certification.

1337 Gordon, R., The effect of sheltered work adjustment training on vocational sophistication of educable retarded adolescents. Vocational Evaluation and Work Adjustment Bulletin, 1975, 8(4), 9-20.

The purpose of this study was to investigate the effectiveness of a sheltered workshop's work adjustment training program aimed at increasing the vocational sophistication of a group of educable retarded adolescents who had no appreciable prior work experience. It was hypothesized that a group in work adjustment training would achieve greater gains in VISA sophistication scores than a non-trained group of retardates who were members of a special education class. Methodology and results included.

1338 Hallenbeck, P., & Campbell, J., Evaluator recommendations and subsequent performance: A follow-up of work evaluation clients. Vocational Evaluation and Work Adjustment Bulletin, 1975, 8(4), 21-27.

A report on the predictive validity of recommendations made by work evaluators at Vocational Guidance & Rehabilitation Services, Cleveland, concerning the vocational potential of clients. Analysis of the data is included and compared to other predictive studies.

1339 Dinneen, T., Work evaluation as a technique for improving the self-concept. Vocational Evaluation and Work Adjustment Bulletin, 1975, 8(4), 28-34.

The purpose of the study was to examine the relationship between change in self-concept as affected by participation in a vocational evaluation program. Study was based on high school students classified as reluctant learners.

1340 Flenniken, D., Performance on the 1973 revised Philadelphia JEVS Work Sample Battery. Vocational Evaluation and Work Adjustment Bulletin, 1975, 8(4), 35-47.

The primary function of this study was to analyze the results of time and quality performance of 195 subjects of a disabled population on the 1973 revised Philadelphia JEVS Work Sample Battery. The results of time and quality performance were compared with the established JEVS norms.

1341 Hollenbeck, R., Counselor judgments of services provided by state-operated training centers in Tennessee. Vocational Evaluation and Work Adjustment Bulletin, 1975, 8(4), 48-53.

The purpose of this study was to determine the value of state agency facilities in the rendering of vocational evaluation and adjustment services as perceived by referring rehabilitation counselors. Areas investigated included quality of vocational evaluations, effectiveness of work and personal adjustment training, and timelines of the vocational evaluation report.

1342 Barton, E. (Ed.), The non-professional as a community behavior change team member, rev. of Tharp, R., & Wetzel, R., Behavior modification in the natural environment (Academic Press). Vocational Evaluation and Work Adjustment Bulletin, 1975, 8(4), 54-61.

Reviews the above book and discusses the authors approach and procedure to behavior change in community settings and how to help mediators to be a part of the behavioral solution.

1343 Botterbusch, K., Hester Evaluation System. In A. Sax (Ed.), Innovations in vocational evaluation and work adjustment. Vocational Evaluation and Work Adjustment Bulletin, 1975, 8(4), 62-65.

A description and discussion of the Hester Evaluation System (formerly the M.O.V.E. System), developed by Dr. Edward Hester of Goodwill Industries of Chicago.

1344 Lytel, R., McFarlane, F., & Jones, R., The status of vocational evaluation in rehabilitation counselor education curricula. The Journal of Applied Rehabilitation Counseling, 1975, 6(4), 236-243.

Report of a study of which the purpose was to identify the extent to which vocational evaluation academic components are included in existing rehabilitation counselor education programs.

1345 Smith, K., A novice's approach to more rewarding and effective counselor-evaluator relationships. Aurora, 1975, 7(4).

Lists a number of considerations for both a counselor and an evaluator to consider in attempting to better understand their particular roles as they relate to each other and to the client.

1346 Vocational Evaluation and Work Adjustment Association, Vocational evaluation project final report. Vocational Evaluation and Work Adjustment Bulletin, 1975, 8, special edition.

The VEWAA project study began in 1972 and culminated in 1975 with the publication of the above report. The primary purpose of the project was to study the present state-of-the-art in the practice of vocational evaluation and make recommendations for improvements, research, and future direction in the field. Main topics include: vocational evaluation services in the human services delivery system, the tools of vocational evaluation, the vocational evaluator (role), the team approach to vocational evaluation, standards for vocational evaluation, the relationship of vocational evaluation to organizations and educational institutions, and a glossary of terms.

1347 Shriver, E., Hayes, J., & Hufhand, W., Evaluating maintenance performance test administrator's manual and text subject's instructions for criterion referenced job task performance tests for electronic maintenance. Falls Church, Virginia: URS/Matrix Research Company, 1975.

Purpose of the document is to furnish a complete copy of the test subjects instructions and the test administrator's handbook for a battery of criterion referenced job task performance tests for electronic maintenance.

1348 Siegel, A., & Bergman, B., A job learning approach to performance prediction. Personnel Psychology, 1975, 28, 325-339.

In order to comply with the EEOC Guidelines, which render illegal pre-employment tests which are not clearly and directly job related, the authors suggest a procedure by which the job seeker is trained to perform a sample of tasks involved in the job for which he is an applicant, and immediately following the training, his ability to perform these previous tasks is measured.

1349 Cohen, C., et al., The Singer Vocational Evaluation System with an educable mentally retarded population. Mental Retardation, 1975, 13(6), 31.

A report on the use of the Singer Vocational Evaluation System as utilized by the Pittsburgh School district as a part of their rehabilitation program for educable mentally retarded high school students. EMR student scores on the system were compared to the Singer test norm group. Results of questionnaires filled out by the tested students and their referring counselors are also cited.

1350 Brandon, T., & Salter, K., Building new self-concepts in the client. Valpar-Spective, 1975, 2, 4-6.

Explores the relationship of the client and evaluator as it relates to the building of self-concepts and self-confidence within the client. Relates the similarities of the therapeutic process of Gestalt Therapy to the process of vocational evaluation.

1351 McEwen, G., Valpar goes mobile in Arizona. Valpar-Spective, 1975, 2, 7-8.

A description of the use of the Valpar System in a mobile unit. Some discussion of the benefits of the Valpar System.

1352 Levy, S., The development of work skill training procedures for the assembly of printed circuit boards by the severely handicapped. AAESPH Review, 1975, 1(1), 1-10.

A description of the work skill training procedures used at the Children's Research Center of the University of Illinois. The training is designed to teach complex assembly tasks (printed circuit boards) to severely handicapped individuals (primarily mentally retarded).

1353 Bilger, F., A comprehensive vocational adjustment program for educable mentally retarded adolescents. Ashtabula, Ohio: Goodwill Industries of Ashtabula, Inc., 1975.

A program description of a project designed to meet the vocational, social, and job survival needs of the educable retarded adolescent and prepare that person for competitive employment in the labor market. Four phases of the program include work evaluation, work adjustment, community work adjustment, and placement.

1354 Sankovsky, R., Evaluating rehabilitation potential of the severely handicapped: Vocationally related components. Institute, West Virginia: West Virginia Rehabilitation Center, Research and Training Center, 1975.

The purpose of this publication is to help the rehabilitation counselor to be aware of the various kinds of vocationally related evaluation strategies and information available to him and the client for decision making. The information contained within is primarily about evaluation and is, therefore, of value to the vocational evaluator. Sections include psychological testing and evaluation of rehabilitation potential (description of some psychological tests included), how to develop and establish a training program on psychological testing, a counselor's checklist for reviewing vocational evaluation programs, a description of commercially available work sample systems, and resources for vocational evaluation information and materials.

1355 Georgia Division of Vocational Rehabilitation, Adjustment services program. Atlanta, Georgia: Author, 1974.

The purpose of this manual is to provide a model/curriculum for adjustment services and is particularly useful for professionals in developing and operating an adjustment program on a day-to-day basis. It is divided into the following units: work adjustment including basic work habits, and getting and holding a job; social adjustment including interpersonal relationships, recreation and leisure time activities, and family living; personal adjustment including understanding disabilities, personal grooming and appropriate dress; community adjustment including consumer knowledge, transportation, community resources and safety. Each major unit also contains a suggested format for evaluating the content of the unit. A section listing commercially available resource materials pertaining to the units is included.

1356 Koyl, L., Employing the older worker: Matching the employee to the job. Washington, D.C.: National Council on the Aging, Inc., 1974.

This manual is designed for the use of the GULHEMP Scale, which is a method for assessing fitness (particularly for the aged) for a particular job. It is not a method for evaluating the workers skill performance. The GULHEMP acronym stands for: G - general physique, U - upper extremities, L - lower extremities, H - hearing, E - eyesight, M - mentally, and P - personality.

1357 Stedman, R., Jobs available for some specific disabilities. Unpublished manuscript, Arcadia, Florida, 1974.

Contents include jobs for: use with one hand, use of a wheel chair, use of a foot pedal machine, the epileptic, fainting or dizzy spells, nervous instability, deaf-mute, one legged worker, one-armed worker, and with a heart condition.

1358 Foley, J., Evaluating maintenance performance: An analysis. Wright-Patterson Air Force Base, Ohio: Air Force Human Resources Laboratory, Advanced Systems Division, 1974.

As a result of studies, it was determined that there was a lack of job realism in the formal measuring devices used to ascertain the training success and promotion potential of maintenance personnel. This document reports on the literature review of criterion referenced job task performance tests for electronic maintenance.

1359 Shriver, E., & Foley, J., Evaluating maintenance performance: The development and tryout of criterion referenced job taks performance tests for electronic maintenance. Falls Church, Virginia: URS/Matrix Research Company, 1974.

Following the literature review of criterion referenced tests (see J. Foley, Evaluating Maintenance Performance: An Analysis), work was conducted on the development and tryout of criterion referenced job task performance tests for electronic maintenance. The present document reports on that work.

1360 Harris, L., Mathews, G., & Woodrick, W., Vocational evaluation for deaf clients West Virginia Rehabilitation Center. In A. Norris (Ed.), Deafness Annual, Volume IV. Silver Spring, Maryland: Professional Rehabilitation with the Adult Deaf, Inc., 1974.

A short description of the evaluation program for the deaf at West Virginia Rehabilitation Center. Areas of training, post secondary training, and direct placement also included.

1361 Oetting, E., Cole, C., & Miller, C., Social systems intervention: Improving work adjustment of the disadvantaged, Volume I. Fort Collins, Colorado: Colorado State University, 1974.

This volume summarizes the entire project experience, and includes materials and findings from the other six volumes. Disadvantagement is seen as the product of a person-work environment interaction. Work environment characteristics as they interact with the characteristics of disadvantagement to product failure in the work situation are considered. Employment adjustment is conceptualized in terms of a hierarchy in which job-external "barriers" constitute limiting factors. Disadvantaged workers are classified according to an empirically-derived set of personal and social characteristics. Research on person-oriented interventions is reviewed and discussed. (Department of Labor, DL 82-08-72-07, NTIS PB 241 371)

1362 Oetting, E., Cole, C., & Miller, C., Social systems intervention: Improving work adjustment of the disadvantaged, Volume II. Fort Collins, Colorado: Colorado State University, 1974.

This volume describes a theoretical model, the Work Adjustment Hierarchy, relating it to the problems of the disadvantaged. Preliminary data on measuring adjustment at the various levels of the hierarchy are also reported. (Department of Labor DL 82-08-72-07, NTIS PB 241 372)

1363 Oetting, E., Cole, C., & Miller, C., Social systems intervention: Improving work adjustment of the disadvantaged, Volume III. Fort Collins, Colorado: Colorado State University, 1974.

This volume describes the development of the Work Environment Questionnaire, an attempt to measure those aspects of the work environment that prevent work success for the disadvantaged. (Department of Labor DL 82-08-72-07, NTIS PB 241 373)

1364 Oetting, E., Cole, C., & Miller, C., Social systems intervention: Improving work adjustment of the disadvantaged, Volume IV. Fort Collins, Colorado: Colorado State University, 1974.

Barriers to employment are characteristics of the person or his situation that are not directly job related but nevertheless are likely to lead to failure on the job. A checklist of such barriers was analyzed and their pattern and frequency in a disadvantaged sample was determined. (Department of Labor DL 82-08-72-07, NTIS PB 241 374)

1365 Oetting, E., Cole, C., & Miller, C., Social systems intervention: Improving work adjustment of the disadvantaged, Volume V. Fort Collins, Colorado: Colorado State University, 1974.

A detailed report of the results of a survey of the attitudes of the disadvantaged. It leads to a classification of the disadvantaged based on their work related social surroundings, personal attitudes, and expectancies. (Department of Labor DL 82-08-72-07, NTIS PB 241 375)

1366 Oetting, E., Cole, C., & Miller, C., Social systems intervention: Improving work adjustment of the disadvantaged, Volume VI. Fort Collins, Colorado: Colorado State University, 1974.

This volume consists of profiles of disadvantaged groups, sorted on the basis of social surroundings and personal attitudes, and includes work adjustment characteristics and barriers to employment. (Department of Labor DL 82-08-72-07, NTIS PB 241 376)

1367 Oetting, E., Cole, C., & Miller, C., Social systems intervention: Improving work adjustment of the disadvantaged, Volume VII. Fort Collins, Colorado: Colorado State University, 1974.

This volume explores the kinds of intervention strategies which have been developed for changing the attitudes and behaviors of the disadvantaged, and their effectiveness. It covers the literature on such approaches as behavior modification, evaluations of manpower programs, and reviews several specific interventions undertaken in this project. (Department of Labor DL 82-08-72-07, NTIS PB 241 377)

1368 Andrew, J., & Dickerson, L. (Eds.), Vocational evaluation: A resource manual. Menomonie, Wisconsin: University of Wisconsin - Stout, Department of Rehabilitation and Manpower Services, Research and Training Center, 1974.

This document represents the first step in the process of developing "packaged" learning units for topics in vocational evaluation. It is an informative text which serves both as a manual for trainees and as a general resource document for the field of vocational rehabilitation. Topics covered include: evaluation referral and feedback, client work history, behavior identification, observing and recording work behavior, categorizing client problems, goal planning and goal attainment scaling, initial interviewing, job analysis, feedback interviewing, situational assessment, report writing, independent living skills, occupational information, interpersonal skills, and validity and reliability.

1369 Andrew, J., & Dickerson, L. (Eds.), Vocational evaluation: A resource manual, Supplement I. Menomonie, Wisconsin: University of Wisconsin - Stout, Department of Rehabilitation and Manpower Services, Research and Training Center, 1974.

A supplement to the document entitled Vocational evaluation: A resource manual. This manual includes topics on use of the Dictionary of Occupational Titles and vocational evaluation planning.

1369A Dunn, D., Adjustment services: Individualized program planning, delivery & monitoring. Menomonie, Wisconsin: University of Wisconsin - Stout, Department of Rehabilitation and Manpower Services, Research and Training Center, 1974.

Presents an individualized and systematic approach to the planning, delivery, and monitoring of adjustment services. The approach conceptualizes client adjustment problems as discrepancies between current client functioning and required goal functioning. A systematic approach for identifying problems, goals, and treatment techniques is described and illustrated by flow charts. The approach includes a procedure for program monitoring and record keeping. Additionally, necessary staff competencies are identified and linked together in a four-step career ladder for adjustment service personnel. Chapter contents include: (a) introduction to adjustment services, (b) goals, target groups and delivery systems, (c) behavior change techniques, (d) planning an individual adjustment program, (e) implementing the adjustment service program, (f) program monitoring and record keeping, (g) staff development and training, (h) issues in adjustment services.

1370 Hamre, S., An approximation of an instructional model for developing home living skills in severely handicapped students. In Brown, Williams, & Crowner (Eds.), A collection of papers and programs related to public school services for severely handicapped students, Volume IV. Madison, Wisconsin: Badger Public School, 1974.

The following basic home living skills are task analyzed in order to develop an instructional model: grooming skills, dressing skills, domestic maintenance skills, (including shoe polishing, laundry, ironing, floor cleaning, dishes), and cooking skills.

1371 Thunder, S., The use of the J.E.V.S. Work Evaluation System with a handicapped high school population. Paper presented at American Vocational Association Convention, New Orleans, Louisiana, 1974.

Describes the use of the JEVS Work Evaluation System in the prevocational program at the Edmonds School District in the State of Washington. Details some of the costs, advantages of the JEVS System, and adaptation of the system in a high school program.

1372 Nelson, N., Technical training guide for physical demands analysis. Washington, D.C.: The National Council on the Aging, Inc., 1973.

The purpose of this guide is to provide information needed to implement a method of job physical demands analysis. It was originally developed to be used in conjunction with the GULHEMP Scale which is a scale for measuring an aged worker's fitness for work. Included as topics are: purpose of job analysis, role of the physical demands analyst, using the physical demands work sheet, relation of the physical demands work sheet to the GULHEMP Scale, and relating job title, Dictionary of Occupational Titles, and the GULHEMP Scale.

1373 Washington State Department of Personnel, Task analysis handbook. Olympia, Washington: Author, 1973.

Explains methods and techniques used in task analysis and outlines a step-by-step procedure for writing task statements. Provides as aids in writing statements (1) an appendix which consists of worker function activity verbs as they relate to data, people, and things, and (2) scales for use in coding tasks for level of difficulty. Includes a section on applications and benefits to be gained from use of task analysis.

1374 Curtis, W., The development and application of intelligence tests for the blind: A research utilization conference. Athens, Georgia: University of Georgia, 1972.

A research conference was held to inquire into the factors which might improve the development and utilization of the following tests: (1) Haptic Intelligence Test for the Blind, (2) Raven Progressive Matrices for Presentation to the Blind, (3) The Vocational Intelligence Scale for the Adult Blind, (4) The Tactual Reconstruction Pegboard, (5) Stanford-Kohs Block Design Test for the Blind. (Research Grant 22-P-55152/401)

1375 Koyl, L., & Hanson, P., Age, physical ability and work potential. Washington, D.C.: The National Council on the Aging, 1972.

Two techniques for measuring an aging worker's fitness for work are described: The GULHEMP Scale, developed by Leon Koyl of Canada, and the other by Bert Hanman of the Royal Technical University, Stockholm. The techniques deal with physical (and emotional) fitness, not with assessment of a specific job skill, for which other tests are well-developed.

1376 Song, R., & Song, A., Development of a vocational adjustment rating scale for the retarded. Journal of Counseling Psychology, 1971, 18(2), 173-176.

The purpose of the reported study was to develop a vocational adjustment scale to measure how well a mentally retarded individual actually performs and behaves in all types of work settings. It was hypothesized that retardates classified as better workers are significantly different from those classified as poor workers in the ratings provided by their supervisors.

1377 Sokolow, J., Taylor, E., & Rusk, H., Development and standardization, validation, and field trial of a method of classifying the physical, emotional, social, and vocational capacities of the disabled individual functionally. New York: New York University Medical Center, Department of Rehabilitation Medicine, 1970.

A study to develop a standardized method of functional disability evaluation by combining the socioeconomic, psychological, and vocational factors with the medical in order to get an overall picture of the patient's ability and disability.

1378 Ellsworth, P., & Colman, A., The application of operant conditioning principles. The American Journal of Occupational Therapy, 1970, 24(8), 562-568.

A presentation of six planned motivational systems used to improve work therapy performance in patients with character and behavior disorders in a military setting. All systems incorporated a variation in operant technology.

1379 Singleton, W. (Ed.), The selection of tower crane operators: A project by postgraduate students. Gosta Green, Birmingham 4, England: College House, Applied Psychology Department, University of Aston in Birmingham, 1969.

A systematic study of the tower crane operator's task was performed in order to provide information for efficient selection of operators. Some existing tests are proposed, and suggested new tests and interview tactics are reviewed.

1380 Stewart, J., & Lynch, E., Work-adjustment problems of employed low-income workers: Review of professional literature of the 1960's. Boston, Massachusetts: Boston Planning Department, United Community Services, 1968.

Reviews and discusses work adjustment problems of workers in industry under topics such as stress, motivation, automation, and psychosomatic illness. Research related to the roles of management, labor unions, and workers are cited. Additionally, job disruption caused by accidents, absenteeism, alcoholism, drug addiction, and suicides are examined.

1381 Birdsong, J., MTM and rehabilitation: A combination for potential profits. The Journal of Methods-Time Measurement, n.d., 17(4), 3-8.

Provides a brief overview of past studies and usage of industrial engineering techniques (particularly methods-time measurement) used in rehabilitation. Describes in particular how MTM may be used in impairment and disability evaluation.

1393 Szyarto, R., et al., The effectiveness of tokens in increasing and maintaining promptness of work groups in a sheltered workshop. Rehabilitation Literature, 1976, 37(4), 107-108.

This study was developed to determine the effectiveness of tokens in increasing the percentage of each work group returning "promptly" from morning and lunch breaks and if the behavior could be maintained as tokens were faded out. Includes review of literature, methods and procedures, cost analysis, and results and discussion.

1394 Currie, L., Work evaluation of the visually impaired: A perspective. The New Outlook for the Blind, 1976, 443-444, 446.

Work evaluation is defined as work and work-related observations made in order to formulate definitive statements about an individual's work potential. The Clawson Work Sample Test for visually impaired and blind persons, designed to reflect actual jobs in industry, is described. It is stressed that individual differences and needs in the evaluation process be considered. Situational assessment and transitional employment are discussed as part of a comprehensive program.

1395 Nadolsky, J., The other side of government grants (Editorial). Vocational Evaluation and Work Adjustment Bulletin, 1976, 9(1), 2-6.

This article indicates that most government support for the rehabilitation movement has been for rehabilitation counselor education with a concomitant lack of support for the education of rehabilitation facility personnel. It points out that in order for the severely disabled to be adequately served, reality based rehabilitation facility services must be expanded as opposed to the current trend of increased funding for rehabilitation counselor education programs.

1396 Karan, O., Contemporary views on vocational evaluation practices with the mentally retarded. Vocational Evaluation and Work Adjustment Bulletin, 1976, 9(1), 7-13.

Discusses a contemporary approach to the rehabilitation of the mentally retarded in which the emphasis is placed upon finding ways to train retarded persons in methods that they can use to perform available work as opposed to briefly evaluating the client's abilities and attempting to match that individual to a particular job.

1397 Baker, W., & Durham, C., Deviance and stigmatization: The dynamics of group behavior in an adjustment workshop. Vocational Evaluation and Work Adjustment Bulletin, 1976, 9(1), 14-21.

A report of an informal anaylsis in which the purpose was to attempt to describe how rehabilitation workers view their handicapped clients and how they often encourage the establishment of sub-deviant groups within a rehabilitation facility.

1398 Cohen, C., & Drugo, J., Utilization of the OVIS with an EMR population. Vocational Evaluation and Work Adjustment Bulletin, 1976, 9(1), 22-25.

This present study was designed first to compare the consistency of OVIS (Ohio Vocational Interest Survey) scores for EMR students with those of mainstream students. Secondly, the study was designed to assess the opinions of rehabilitation counselors concerning the practical utility of the instrument with EMR students.

1399 Hall, C., Job analysis applied to machinery modification. Vocational Evaluation and Work Adjustment Bulletin, 1976, 9(1), 26-33.

Discusses the use of job analysis, and the information derived from it as a means of providing the vocational evaluator with a structure to modify a previously inaccessible job so that the handicapped person can function in it.

1400 Barton, E. (Ed.), A systematic approach to comprehensive adjustment services, rev. of Dunn, D., Adjustment services: Individualized program planning, delivery, and monitoring (Research and Training Center, University of Wisconsin - Stout). Vocational Evaluation and Work Adjustment Bulletin, 1976, 9(1), 34-46.

Reviews the above book and summarizes the content in the following areas: defining the need for services, classifying adjustment problems, selecting operations (behavior change techniques), and identifying sub-goals and sequences of action. Also provides commentary on certain selected issues.

1401 Piccari, J., Vocational evaluation standards. In A. Sax (Ed.), Innovations in vocational evaluation and work adjustment. Vocational Evaluation and Work Adjustment Bulletin, 1976, 9(1), 47-51.

A discussion of the vocational evaluation standards which were developed by VEWAA and adapted by CARF (Commission on Accreditation of Rehabilitation Facilities) as the CARF standard for facility accreditation in this area.

1402 Botterbusch, K., A comparison of seven vocational evaluation systems. Menomonie, Wisconsin: University of Wisconsin - Stout, Stout Vocational Rehabilitation Institute, Materials Development Center, 1976.

The purpose of this publication is to compare seven commercially available vocational evaluation systems - the Tower System, Philadelphia JEVS Work Sample System, Singer Vocational Evaluation System, Talent Assessment Programs, Wide Range Employment Sample Test, McCarron-Dial Evaluation System, and the Valpar Component Work Sample Series. Some of the areas in which the systems are compared are: target group, theoretical basis of development, name and number of work samples, packaging and set-up, sequence of work sample administration, extent of client involvement, time necessary for use, evaluation setting, scoring and norms, observation of client, reporting of results, professional training required, reliability and validity, approximate costs, and distributor's address. Also, some considerations are given for selection of an appropriate work sample system to meet the needs of the facility and clientele.

1403 Esser, T., Client rating instruments for use in vocational rehabilitation agencies. Menomonie, Wisconsin: University of Wisconsin - Stout, Stout Vocational Rehabilitation Institute, Materials Development Center, 1975.

Rating scales are used frequently in rehabilitation facilities to measure qualitative aspects of a client's behavior such as tolerance for criticism, persistence to tasks, etc. This publication discusses briefly some reasons for using rating scales, types of scales, problems and pitfalls in using such instruments, and considerations in selecting a scale from those which are commercially available. A collection of eleven such scales are included for review.

1404 Walther, R., The measurement of work-relevant attitudes. Washington, D.C.: The George Washington University, Manpower Research Projects, 1975.

The final report of the development of the Work-Relevant Attitudes Inventory (WRAI) for use in diagnosing the needs of individuals and evaluating the effectiveness of manpower programs. Results of the study indicated that the WRAI was able to differentiate between subjects making a "good" and a "poor" adjustment to work. (DOL-41-0-003-09, NTIS PB 246-260)

1405 Research Utilization Laboratory, The Minnesota Importance Questionnaire and the meaning of work for rehabilitation clients. (RUL Study #4) Chicago, Illinois: Jewish Vocational Service, 1975.

Describes the Minnesota Importance Questionnaire (MIQ), a paper and pencil instrument designed to measure vocational needs or specific reinforcing conditions found to be important to job satisfaction. Included in the report are: The RUL method of evaluating the instrument, administration of the MIQ, interpreting the MIQ and using it as a counseling tool.

1406 Management Analysis Center, Improving occupational programs for the handicapped. Washington, D.C.: Author, 1976.

This publication provides information for improving occupational-vocational education training programs for the handicapped. It was designed primarily for administrators and teachers in public school systems; however, the information contained within is of value to anyone who is interested in training the handicapped. Some topics within the document are: designing and setting up a program; focusing on the student and meeting student needs; preparation for specific skill training including pre-vocational attitude adjustment; evaluation and exploration; vocational training; related instruction and supportive services; transition to the work world; and job placement and follow-up. Abstracts describing successful training programs for the handicapped are also included.

1407 Dunn, D., & Korn, T., The task matrix procedure (Interface Number 1). Menomonie, Wisconsin: University of Wisconsin - Stout, Stout Vocational Rehabilitation Institute, Research and Training Center, 1975.

The purpose of this paper is to describe the task matrix procedure for determining the task content for work samples. Specifically, the task matrix procedure (1) allows work sample developers to produce work samples representative of several entry occupations in an occupational group in industry; (2) makes use of published occupational analysis information contained in the Dictionary of Occupational Titles (U.S. Department of Labor, 1965); and (3) allows work sample developers to select the content of samples based upon the frequency of occurrence of tasks in entry-level occupations.

1408 Southern Illinois University, Guidelines for the selection, training, and placement of blind persons in information service expediting. Carbondale, Illinois: Rehabilitation Institute, 1975.

This project report contains sections in the following areas: selection and assessment of vocational training readiness for the blind, aptitude interest and motivation, skills in personal management, and job skills and physical demands. Other areas include job training, placement, present and future trends, and job restructuring. (RSA Grant #45-P-81060/5-01)

1409 Graden, H. (Ed.), Job and work site modifications: A rehabilitation counselor's handbook. Athens, Georgia: University of Georgia, Department of Rehabilitation Counseling, Job Placement Project, 1975.

Designed primarily for use by rehabilitation counselors, this document covers the following subject areas: importance of physical capacities evaluation, the physical capacity form, promoting job and work site modifications, job analysis applied to job and work site modifications, and introduction to job analysis, job and work site modification related to the disabled homemaker, and job and work site modification related to the homebound employee.

1410 Martin, A., & Flexer, R., Three studies on training: Work skills and work adjustment with the severely retarded. Lubbock, Texas: Texas Technical University, Research and Training Center in Mental Retardation, 1975.

Three studies report on research conducted at the Research and Training Center in the following areas: developing work tolerance in the severely retarded, stimulating self-initiated work behavior and the effects of different reinforcers on productivity, and prevocational training using task analysis. With each study a brief literature review is included along with a description of the methodology used and results of the study.

1411 Justice, D., Flexer, R., & Martin, A., Developing work tolerance in the severely retarded in a sheltered workshop. In A. Martin & R. Flexer, Three studies on training: Work skills and work adjustment with the severely retarded. Lubbock, Texas: Texas Technical University, Research and Training Center in Mental Retardation, 1975, 7-29.

The present study was designed to investigate the feasibility of a training program which reinforces on-task behavior rather than productivity. On-task behavior was defined as working without talking to oneself, other workers, or supervisors, leaving the work station or stopping work for more than ten seconds. General procedure, methodology and results of the project are included.

1412 Nsa, N., & Flexer, R., Stimulating self initiated work behavior and the effects of different reinforcers on productivity. In A. Martin & R. Flexer, Three studies on training: Work skills and work adjustment with the severely retarded, Lubbock, Texas: Texas Technical University, Research and Training Center in Mental Retardation, 1975, 31-47.

The present study was designed to stimulate self-initiated work behavior in a repetitive task. Self-initiated work behavior is defined as the student's ability to initiate cycles in a repetitive task, without prompting from the trainer. Methodology and results of study are included, along with a brief review of the literature on work behavior of the retarded.

1413 Friedenberg, W., & Martin, A., Prevocational training using task analysis. In A. Martin & R. Flexer, Three studies on training: Work skills and work adjustment with the severely retarded. Lubbock, Texas: Texas Technical University, Research and Training Center in Mental Retardation, 1975, 49-65.

The current study applied task analysis procedures to train students in the prevocational area of a sheltered workshop. The thesis that pay in some form or praise are the only reinforcers available for work was tested using a task with different reinforcing properties. Methodology and results are included.

1414 Leclair, R., Are workshops effective in rehabilitation? American Rehabilitation, 1976, 1(5), 24-27.

Presents results of the Greenleigh study which was mandated by the Rehabilitation Act of 1973 under contract from the Rehabilitation Services Administration (RSA). Some of the results include numbers of clients served, whether sheltered workshops are playing an effective role in the rehabilitation training and placement of severely handicapped people, and perceptions and attitudes of clients, industry, and vocational rehabilitation agency staff towards sheltered work. Recommendations are also included.

1415 McFarland, R., & Philbrook, F., Placement methods match a handicap with a job. Research Review, 1976, 2(5), 16-20.

Discusses four methods for matching the physical characteristics of workers and jobs: the intuitive method, the disability method, the rating method, and the specific method. The preferred method (specific) in which the physical and environmental demands of jobs are compared to the physical abilities of the worker is discussed in some detail.

1416 International Labour Office, Adaptation of jobs for the disabled. Geneva, Switzerland: Author, 1969.

Stresses the importance of obtaining an appraisal of the worker and the job before any job adaptations are made. Details how to relate occupational handicaps to jobs through the medium of functional assessment and job requirement analysis forms. It also discusses practical possibilities of job adaptation in connection with specific handicaps, working conditions, and environments. Finally, consideration is given to the various administrative and organizational problems encountered in job adaptation.

1417 Coleman, A., Ayoub, M., & Friedrich, D., Assessment of the physical work capacity of institutionalized mentally retarded males. American Journal of Mental Deficiency, 1976, 80(6), 629-635.

Educable and trainable mentally retarded males were examined for physical work capacity. Analysis of results indicated that the physical work capacity of the test population was 20-30 percent below that cited in the literature for nonretarded males of the same age. Evidence suggested that physical fitness programs may be required to maintain employment on most of the manual occupational tasks.

1418 Bauman, M., Tests used in the psychological evaluation of blind and visually handicapped persons and A manual of norms for tests used in counseling blind persons. Washington, D.C.: American Association of Workers for the Blind, Inc., n.d.

This publication combines two pieces of material related to the psychological evaluation of blind persons. Part I reports on a detailed study of testing practices among psychologists in the United States and Canada, indicating what tests they use in working with blind persons. Part II (a manual of norms) includes three subsections of information on aspects of testing blind adults, descriptions of five measures of manual speed and dexterity, and finally, norms for test scores using visually impaired subjects.

1419 Baxter, B., Replacing jobs with task clusters as the work unit for test validation. Pittsburgh, Pennsylvania: American Institutes for Research, 1975.

As an alternative to the job as the unit of test validation, the project developed a system of tasks to describe work performed in clerical, administrative, and technical positions. Measures of performance in 13 of these task clusters were used as criteria to evaluate the validity of the U.S.E.S. Basic Occupational Literacy Test (BOLT).

1449 Coker, C., et al., Rehabilitation facility referrals: Step I--Determining client eligibility. Menomonie, Wisconsin: University of Wisconsin - Stout, Stout Vocational Rehabilitation Institute, Research and Training Center, 1976.

This research project investigated the counselor's decision-making process involved in the determination of client eligibility for services. More specifically, the purpose was to assess the use of vocational evaluation in relation to other services utilized by counselors in determining client eligibility.

1450 McCarthy, W., Exploration of skills associated with successful functioning of retarded individuals in a sheltered workshop. Education and Training of the Mentally Retarded, 1976, 23-31.

The purpose of this study was to apply general evaluative procedures routinely used by both school and workshop in an experimentally sound way to gain insight into their evaluative usefulness and training utility. Tests explored included the WAIS, the Seguin Formboard, and a locally developed vocational evaluation form.

1451 Dunn, D., Process and content orientations in vocational evaluation programs (Interface Number 2). Menomonie, Wisconsin: University of Wisconsin - Stout, Stout Vocational Rehabilitation Institute, Research and Training Center, 1975.

The purpose of this paper is to present a way of describing vocational evaluation programs in terms of their underlying orientations toward the process and content of vocational evaluation. Process refers to the way in which information generated during the course of evaluation is handled within the program. (Two such approaches are described.) Content reflects the subject matter or topic of the information generated and/or processed during evaluation.

1452 Korn, T., Occupation finding for placement using the Dictionary of Occupational Titles (Interface Number 5). Menomonie, Wisconsin: University of Wisconsin - Stout, Stout Vocational Rehabilitation Institute, Research and Training Center, 1975.

Describes the industry designation feature of job titles listed in the Dictionary of Occupational Titles. Provides a step by step approach for using the DOT for occupation finding. Information resulting from using the DOT-based technique provides titles of occupations found in a particular industry, but can also be used to generate additional placement information such as worker characteristics and occupational requirements.

1454 Dunn, D., & Kruel, D., A quantitative approach to observation in rehabilitation facilities, II. Developing a normed behavior observation system. Menomonie, Wisconsin: University of Wisconsin - Stout, Stout Vocational Rehabilitation Institute, Research and Training Center, 1976.

Provides step by step instructions for developing and norming a behavior observation system. Two technical supplements are included. The first provides statistical computation routines for a simple pocket calculator. The second is a sample behavior observation manual.

1455 Redkey, H., A way of looking at sheltered workshops for the 1970's (Interface Number 3). Menomonie, Wisconsin: University of Wisconsin - Stout, Stout Vocational Rehabilitation Institute, Research and Training Center, 1975.

Describes some of the ways in which the sheltered workshop movement has changed in the United States in the last decade. Rehabilitation approaches in a number of European countries are also described based upon the author's firsthand observations. Suggestions and recommendations relating to the future of the sheltered workshop movement are included.

1456 Todd, H., Chyatte, S., & Claxton, C., A system for contract bidding in sheltered workshops by application of predetermined time standards. Paper presented at the Georgia Rehabilitation Facility Directors Meeting, Warm Springs, Georgia, 1975.

Presents a description of the use of MTM-3 (a simplification of the original MTM method) in a workshop to verify costs on existing contracts and to develop a set of standards to be used by the contract administrator on future bidding.

1457 Ho, C., A validation study of the Vocational Capacity Scale for the mentally retarded young adults. Unpublished paper, Tampa, Florida: MacDonald Training Center Foundation, Inc., 1972.

The Vocational Capacity Scale is a group of tests and rating scales developed at the MacDonald Training Center in Tampa, Florida. The primary purpose of this study was to determine the validity of the scale by correlating the scale scores and the final status of the clients statistically.

1458 Todd, H., Chyatte, S., & Claxton, C., A comparison of individual performance of severely handicapped persons with that of normal industrial workers as established by predetermined time standards. Unpublished paper, Atlanta, Georgia: Emory University, Department of Physical Medicine, 1975.

The purpose of this study was to assess a group of severely handicapped workers by (a) an accepted medical system of rating impairment, (b) a predetermined time system, and (c) by actual job performance in order to compare methods (a) & (b) as to their predictive accuracy in relation to (c). An additional objective was to determine if a nonindustrial engineer (such as a vocational counselor) could be trained to perform the engineering based assessment (b).

1459 Backman, M., Micro-TOWER: A new concept in work evaluation. Paper presented at the American Personnel and Guidance Association Annual Meeting, New York City, 1975.

This paper describes the Micro-TOWER system of vocational evaluation developed at the ICD Rehabilitation and Research Center, New York. It includes information of client population, aptitudes assessed, and relationship to the TOWER system.

1461 Todd, H., Chyatte, S., & Claxton, C., The application of predetermined time standards to work sample assessment in vocational evaluation. Paper presented at the National Rehabilitation Association Convention, Cincinnati, Ohio, 1975.

Presents a discussion of the use of MTM (Methods-Time-Measurement) as a means of predicting actual job performance. It also details the application of MTM to work sample norm development.

1462 Wittenmyer, J., Parisi, M., & Kurth, M., A guide to leisure-time activity programs for developmentally disabled adults. Madison, Wisconsin: Wisconsin Association for Retarded Citizens, 1976.

This booklet was developed to assist agencies that serve developmentally disabled persons in organizing community oriented, individualized leisure education programs. Teaching suggestions, special needs of the retarded adult and suggested activities for specific needs are included.

1463 Kluge, C., & Owre, M., The Wechsler Adult Intelligence Scale: An interpretation for rehabilitation counselors. In Arkansas Rehabilitation Research and Training Center, Discussion Papers. Fayetteville, Arkansas: University of Arkansas, Arkansas Rehabilitation Research and Training Center, n.d.

Designed to provide rehabilitation personnel with information that will be of value in interpreting and utilizing scores from the Wechsler Adult Intelligence Scale (WAIS). Three main topics are covered: (a) description of the instrument, (b) information the scores provide, and (c) ineffective use of WAIS information.

1464 Kruel, D., Dunn, D., & Coker, C., A quantitative approach to observation in rehabilitation facilities, III. Client behavior in two rehabilitation facilities. Menomonie, Wisconsin: University of Wisconsin - Stout, Stout Vocational Rehabilitation Institute, Research and Training Center, 1976.

The purposes of this study were to determine the client behavior patterns which could be observed in two different rehabilitation facilities; to compare these general behavior patterns, to determine the client behavior patterns which could be observed in two different work areas within a single rehabilitation facility; and to compare these specific behavior patterns.

1481 Varnell, W., The role of the vocational evaluator in the diagnosis of vision problems of the mentally retarded. Journal for Special Educators of the Mentally Retarded, 1976, 12, 133-138.

The importance of the vocational evaluator in being alert to possible vision problems with mentally retarded clients is stressed. Emphasizes that the evaluator can learn to recognize certain patterns and signs by careful interpretation of testing instruments.

1482 Leach, R., Community work experience as part of adjustment training for blind persons. The New Outlook for the Blind, 1976, 157-159.

Reports on an on-the-job work experience program for blind clients. Recommendations for implementing such a program are included.

1483 Birch, W., Work sample testing for adults with special needs. American Vocational Journal, 1976, 51(3), 36-38.

Describes the work sample based technology used at Wisconsin's Gateway Technical Institute for testing occupational aptitudes and interests of handicapped adults. The program involves the client in a complete vocational plan with the institute in a position to provide complete remedial and vocational-technical services. Commercial patterns used are described and a case example is included.

1484 Cosgrove, S., Permission to be O.K.: An essential component of adjustment service programs. Vocational Evaluation and Work Adjustment Bulletin, 1976, 9(2), 8-14.

Emphasizes that clients must be made to believe that they can think, can solve problems and can change, in other words, that the client is O.K. and is capable of higher levels of functioning.

1485 Sanders, R., Presentability as a goal for work activities clients. Vocational Evaluation and Work Adjustment Bulletin, 1976, 9(2), 15-19.

Presents the opinion that most activities in work activity centers are inappropriate and of little value to the client. It states that in this culture, such clients are generally looked upon as unacceptable and are therefore segregated into work activity programs. Article concludes that work activity programs should concentrate on making such clients more presentable and acceptable to the normal population by improving grooming and individual manners.

1486 Campbell, N., & Olson, S., Development of a trainee advocacy program. Vocational Evaluation and Work Adjustment Bulletin, 1976, 9(2), 20-24.

Proposes that clients be allowed to participate to a much greater extent in the policy, rules, and regulations that govern their actions in a facility. Such involvement may give the client a feeling of relatedness, belongingness and identification which may improve the client's attitude toward his own rehabilitation program.

1487 Packard, R., Henke, R., & McCollum, P., A concurrent validation of the McCarron-Dial Work Evaluation System as a pre-admission screening battery. Vocational Evaluation and Work Adjustment Bulletin, 1976, 9(2), 25-32.

The study was concerned with establishing validity on an abbreviated battery of the McCarron-Dial Work Evaluation System, particularly as it applies to pre-admission screening.

1488 Rosinsky, R., et al., A proposal for evaluating the severely disabled. Vocational Evaluation and Work Adjustment Bulletin, 1976, 9(2), 33-42.

Provides a description of the CELE (Controlled Environmental Laboratory), an evaluation unit at Goodwill Industries of Milwaukee designed specifically for evaluation of the severely disabled. Tasks and tests used are described and the results of research are included.

1489 Rice, B. (Ed.), Consumer participation in rehabilitation, Rev. of Second Institute on Rehabilitation Issues, Consumer Involvement: Rehabilitation Issues (Arkansas Rehabilitation Research and Training Center). Vocational Evaluation and Work Adjustment Bulletin, 1976, 9(2), 43-46.

Discusses issues and implications of the mandates of the Rehabilitation Act of 1973 as it regards consumer involvement and possible effects on vocational evaluation personnel.

1490 Korn, T., Project Discovery. In A. Sax (Ed.), Innovations in vocational evaluation and work adjustment. Vocational Evaluation and Work Adjustment Bulletin, 1976, 9(2), 47-52.

Describes the Project Discovery project and materials, a series of simulated-work, career exploration packages designed to provide work experiences that are representative of all the United States Office of Education career clusters.

1496 Wehman, P., Vocational training of the severely retarded: Expectations and potential. Rehabilitation Literature, 1976, 37(8), 233-236, 256.

The purpose of this article is to familiarize rehabilitation administrators, counselors, and workshop personnel with the behavioral expectations and vocational potential of severely retarded persons and to suggest ways of coping effectively with severely retarded clients needing vocational rehabilitation. Discussion includes review of research on work skill expectations, problems of social behavior in vocational settings, components of effective vocational training programs for the severely retarded, and necessity for a behaviorally oriented approach to solving vocational problems of the severely retarded.

1498 Loeding, D., Micro-TOWER: Materials administration and scoring. Paper presented at American Personnel and Guidance Service Association Annual Meeting, New York City, 1976.

Briefly describes each work sample in the Micro-TOWER system in terms of equipment, task and scoring. The descriptions are organized under five aptitude areas measured by the Micro-TOWER: motor skills, perceptual skills, perceptual-motor skills, verbal skills, and numerical skills.

1499 Sigelman, C., Morris, J., & Martin, A., Center develops vocational assessment battery for MRs. Research Review, 1976, 2(4), 9-12.

Describes the historical development of a project carried on at the Texas Research and Training Center in Mental Retardation to develop a vocational assessment battery tailored to mentally retarded populations. Research has resulted in a battery entitled The Prevocational Readiness Inventory. As of the time of this writing, the battery is being field tested for validity and reliability.

1500 Brunelle, M., Using work samples with the deaf. The Sampler, 1976, 3(1).

Article describes the use of the JEVS Work Samples with non-hearing clients of Goodwill Industries of Sacramento. Some discussion is included on adaptations.

1501 Saxon, J., & Deutsch, P., The use of occupationally significant transferable skills in the vocational rehabilitation process. Journal of Applied Rehabilitation Counseling, 1976, 7(2), 89-94.

Focuses on the identification of a client's occupationally significant transferable skills (from work history, hobbies, recreational activities, etc.) to determine other possible vocational areas. Utilization of information in the Dictionary of Occupational Titles is discussed as a primary aid.

1502 Growick, B., Effects of a work adjustment program on emotionally handicapped individuals. The Journal of Applied Rehabilitation Counseling, 1976, 7(2), 119-123.

The purpose of this study was to investigate the effects of a work adjustment program on the rehabilitation status and personality of emotionally handicapped individuals. Results are discussed in terms of changes in (a) client attitudes toward work and (b) the manifest anxiety level of its participants.

1503 Brolin, D., Vocational preparation of retarded citizens. Columbus, Ohio: Charles E. Merrill Publishing Company, 1976.

A conceptualization of how most moderately and mildly retarded adolescents and adults can be appropriately prepared for successful vocational functioning. Part I presents basic background information on the nature of mental retardation, development of a work personality, vocational adjustment and potential of retarded persons, and a review of vocational services available for the retarded. Part II presents techniques for preparation for vocational functioning, vocational counseling, vocational evaluation, vocational training and job placement and follow-up. Part III presents models for secondary and post-secondary programs and methodologies for program evaluation.

1506 Valentine, L., Productivity gains by pairing retarded workers of two ability levels. Unpublished masters thesis, De Paul University, Chicago, Illinois, 1974.

The purpose of this research was to find ways to improve the quantity and quality of production by the retarded in the workshop with less supervision and how to structure a level of client interaction amongst the clients which would help to induce them to meet adequate work adjustment goals. The primary method investigated was to pair a mentally retarded worker with a worker of another disability group so that the retarded worker would have a model to emulate.

1507 Rosenberg, B., Vocational evaluation: Status and direction. Menomonie, Wisconsin: University of Wisconsin - Stout, Stout Vocational Rehabilitation Institute, 1976.

In this lecture, the future of vocational evaluation is discussed in terms of demographic changes and resulting implications for vocational evaluators. Evaluation in non-rehabilitation facilities, evaluator's future use of the computer, working with the non-vocational client and licensure are also discussed.

1508 MacDonald Training Center Foundation, Inc., The Revised Vocational Capacity Scale. Tampa, Florida: Author, n.d.

This is a revision of the original manual entitled Predicting Vocational Capacity of Young Adults (MacDonald Vocational Capacity Scale) which was first published in 1963. The eight factor scale, created to distinguish among the various levels of potential of the mentally retarded, includes work habits, physical capacity, social maturity, general health, manual skills, arithmetic, motivation, and following directions.

1509 Davidson, R., Machine-administered versus personally-administered instructions on an assembly task with mentally retarded subjects. Lubbock, Texas: Texas Technical University, Research and Training Center in Mental Retardation, 1973.

Investigates the efficiency of machine administered versus personally-administered instructions on an assembly task with mentally retarded individuals. The Singer Evaluation System, which uses an audiovisual presentation of task instructions, was the system under investigation. Methodology discussions and results are included.

1511 Walls, R., Werner, T., & Bacon, A., Behavior checklists. Institute, West Virginia: Research and Training Center, West Virginia Rehabilitation Center, 1976.

Behavior Checklists is a compilation and listing of 157 instruments currently being used to describe and evaluate a wide variety of behaviors, primarily non-vocational. However, a number of checklists are also included which are used to identify vocationally related behaviors such as prevocational, job seeking, work performance, and on-the-job social skills classified according to purpose: those that simply describe behavior and those that describe remedial action to counteract identified deficiencies. The checklists are also evaluated in terms of the degree of objectivity of the behavioral items.

1512 Suazo, A., Job redesign: Work improvement series for handicapped workers, unit two. Washington, D.C.: Goodwill Industries of America, Inc., 1974.

This is a programmed instruction manual on job redesign and job resturcturing. Lessons include: what is job redesign, principles of motion economy, the work place, principles of job adaptation for the handicapped, and a summary.

1513 Andrew J., & Dickerson, L., Work adjustment: A resource manual. Menomonie, Wisconsin: University of Wisconsin - Stout, Stout Vocational Rehabilitation Institute, Research and Training Center, n.d.

A resource manual is provided which contains the contributions of various authors which can be used to self-instruct or as reference in the area of work adjustment. Seventeen topics are presented, providing a coverage of each of the following areas: introduction to work adjustment, critical vocational behavior in work adjustment, interpersonal skills, initial interviewing, feedback interviewing, goal planning - behavioral objectives, behavior identification and anaylsis methods, observing and recording work performance and work behavior, goal attainment scaling in vocational evaluation/work adjustment programming, categorizing client problems, behavioral principles (modification and token economy), group counseling, behavioral counseling, independent living skills, occupational information, report writing in work adjustment services, and transactional analysis.

1514 Fry, R., *Training programs in work evaluation and adjustment*. Menomonie, Wisconsin: University of Wisconsin - Stout, Stout Vocational Rehabilitation Institute, Materials Development Center, n.d.

This document is a brief listing of agencies and institutions which provide degree or short-term training in vocational evaluation and adjustment services. Titles and descriptions of coursework, time required, certificates or degrees offered, and contact person are included.

1515 Equal Employment Opportunity Commission, *Guidelines on employment testing procedures*. Washington, D.C.: Author, 1966.

Equal Employment Opportunity Commission (EEOC) general guidelines in screening applicants and selecting new employees are provided.

1516 Minneapolis Rehabilitation Center, *Work sample development manual*. Minneapolis, Minnesota: Author, n.d.

This manual is designed as a resource for the development of work samples. Sections include a description and discussion of work samples, using the *Dictionary of Occupational Titles* as a guide for work sample development, utilization of the technique of *job analysis*, factors in work sample construction, an overview of the purpose and methods used for work sample standardization, and motion economy and the work place layout.

1517 Roessler, R., Milligan, T., & Ohlson, A., Personal adjustment training for the spinal cord injured. *Rehabilitation Counseling Bulletin*, 1976, *19*(4), 544-550.

The article describes experiences with Personal Achievement Skills, a group counseling process in a spinal cord injury project. PAS emphasizes training in communication and goal setting in the context of the group process. Issues in conducting such training, as well as other features necessary for comprehensive service for the spinal cord injured, are discussed in detail.

1518 Barrera, F., & Schroeder, S., Effects of price manipulations on consumer behavior in a sheltered workshop token economy. *American Journal of Mental Deficiency*, 1976, *81*(2), 172-180.

The consumer behavior of institutionalized retarded clients in a sheltered workshop token economy were evaluated by changing prices in the workshop store. The research indicated that the regulation of demand for consumer goods via price manipulation was a potentially useful way to maintain effectiveness of a token economy.

1519 Fry, R. (Ed.), *Work evaluation and adjustment: An annotated bibliography, 1975 supplement*. Menomonie, Wisconsin: University of Wisconsin - Stout, Stout Vocational Rehabilitation Institute, Materials Development Center, 1976.

This bibliography contains 174 references with annotations and is primarily on work evaluation and adjustment literature written in 1975. A KWOC (keyword-out-of-context) title index is included to assist the user in pinpointing relevant documents. Titles from previous year's bibliographies are also included in the index.

1520 Dickson, M., *Work sample evaluation of blind clients: Criteria for administration and development*. Menomonie, Wisconsin: University of Wisconsin - Stout, Stout Vocational Rehabilitation Intitute, Materials Development Center, 1976.

The purpose of this study is to define and present a useable set of criteria for vocational evaluators working with blind clients and using work samples as one means of determining their vocational potential. Included is a rationale for the use of work samples, specific steps for their administration and scoring, use of norms, a review of the literature, suggested modifications for the Philadelphia JEVS Work Sample Battery, the Singer Vocational Evaluation System, and the VALPAR Component Work Sample Series.

1521 Bolton, B. (Ed.), *Handbook of measurement and evaluation in rehabilitation*. Baltimore, Maryland: University Park Press, 1976.

The chapters in this book are written by authorities in psychometrics, clinical assessment, and counselor education. The first section presents basic principles of testing with reviews of scores and norms, reliability, and validity. The second section covers principal testing instruments including aptitude, achievement, and intelligence tests; personality and psychopathology inventories; projective techniques; and vocational inventories. The final section describes applications in rehabilitation: vocational evaluation; the USES testing program; client outcomes; work adjustment; blind, deaf and mentally retarded adult clients; and assessment of client performance.

1522 Botterbusch, K., *The use of psychological tests with individuals who are severely disabled*. Menomonie, Wisconsin: University of Wisconsin - Stout, Stout Vocational Rehabilitation Institute, Materials Development Center, 1976.

The publication is intended to provide vocational evaluators and other professionals involved in assessing disabled persons with practical guidelines for selecting, adapting, and administering standardized psychological tests to individuals who have sight, hearing, and academic handicaps. Part I describes ways of selecting and modifying tests for the above disability groups. Part II describes tests commonly used in vocational evaluation and offers suggestions for selection, modification, and use. Part III briefly describes some tests specially designed for the severely disabled.

1523 Korn, T., *A content based vocational evaluation report* (Interface Number 6). Menomonie, Wisconsin: University of Wisconsin - Stout, Stout Vocational Rehabilitation Institute, Research and Training Center, 1976.

The purpose of this article is to describe an evaluation report writing format which is compatible with the results of information-need-based vocational evaluation planning. The reporting format, which is content-based, is divided into the following five parts: narrative description of the client, recommendations, vocational assets, employability limitations, and an appendix (summary). Also included is a description of how the content-based evaluation may be used as a follow-up instrument.

1524 Korn, T., Vocational evaluation planning: A model (Interface Number 4). Menomonie, Wisconsin: University of Wisconsin - Stout, Stout Vocational Rehabilitation Institute, Research and Training Center, 1976.

Describes step-by-step how evaluators gather and process the information that is used to make recommendations about the work in which a client might be successful. Chapters include discussion of the problem and a review of the literature; the planning model (correspondence between client information and occupational information); information needs and evaluation questions; plan modification; requirements of the evaluation planning model (including evaluator, program, and referral source requirements); plan implementation (suggested case flow and use of the Dictionary of Occupational Titles); and benefits of the use of the plan.

1528 Shigley, R., An overview to vocational evaluation. Asheville, North Carolina: Orthopedic Hospital and Rehabilitation Center, 1976.

The purpose of this document is to provide an overview to vocational evaluation: reasons for vocational evaluation; methods of evaluation; how work samples are developed; what they are based on; observations, data collection, reporting the information; and applying the information.

1529 Shigley, R., Creating a worksample. Asheville, North Carolina: Orthopedic Hospital and Rehabilitation Center, 1976.

According to the author, the purpose of this publication is to provide the steps in creating a work sample. Part I details a method for performing a job analysis; Part II provides an example of a completed job analysis schedule; Part III is a practicum exercise for completing a job analysis schedule; Part IV includes examples of work samples from the TOWER and McDonald batteries; and Part V provides some basic steps in creating the work sample.

1530 Orthopedic Hospital and Rehabilitation Center, Vocational Evaluation Unit, Appendix to vocational evaluation reports. Asheville, North Carolina: Author, 1976.

This appendix was developed by an evaluation unit as a tool to be used by referral agencies so that they would better understand what types of evaluation methodology are employed to evaluate clients. The following is included: definitions of factors inherent in work samples, a description of work samples from the TOWER and JEVS Systems, and a list and description of a number of standardized tests.

1531 Kramer, P., Success at community, occupational and personal effectiveness for rehabilitating people with developmental disabilities. Lake Worth, Florida: Palm Beach Habilitation Center, 1976.

The SCOPE (acronym for the above title) manual is a curriculum guide which offers specific functional techniques to help and teach clients in many aspects of community, occupational, and personal survival. Divided into two parts, the first, Life Readiness, includes teaching curriculum in the following areas: communication, relationships, grooming, money, maintaining the household, citizenship, community resources, where to live, and use of leisure time. Part 2, Job Readiness, includes curriculum and exercises in the areas of staying on the job, new employee information, interviews, applications, job hunting, job exploration, teamwork, job responsibilities, positive thinking, problem solving, and motivation.

1532 Sax, A., & Piccari, J., The Vocational Evaluation and Work Adjustment Association and the Commission on Accreditation of Rehabilitation Facilities work jointly to set standards. Journal of Rehabilitation, 1976, 42(2), 27, 40.

This article contains a brief history and description of the relationship between VEWAA and CARF and their joint work in the development of standards in the field of vocational evaluation.

1533 Floor, L., & Rosen, M., New criteria for adjustment for the cerebral palsied. Rehabilitation Literature, 1976, 37(9), 268-274.

The conclusions and recommendations of this project suggest that new models of adjustment for the developmentally disabled are required. In contrast to the traditional vocational model, new criteria should be considered for acceptance such as use of leisure time, increasing range of interests, maintaining good health, and improving family relationships. "Work" would no longer be the single nor most important criterion for adjustment.

1534 Brolin, D., et al., Post-school adjustment of educable retarded students. Education and Training of the Mentally Retarded, 1975, 10(3), 144-149.

Reports that a follow-up study of former educable retarded students revealed considerable vocational adjustment problems. A major finding was the relatively better adjustment made by those students who had received more of a work-study orientation. A recommendation for implementing career education programs at the secondary level is made.

1535 Frederickson, E., Hermann, P., & Kubala, A., Assessment alternatives for a high skill MOS. Alexandria, Virginia: Human Resources Research Organization, 1975.

This report describes the development and evaluation of prototype hands-on equipment, job sample performance tests for a high skilled technical MOS. An electronic maintenance MOS (26C20) was used as the research vehicle. The results lead to the conclusion that valid and reliable performance tests could be constructed, but that equipment, facilities, and standardization requirements reduce the feasibility of their use at other than ideal locations, such as a U.S. Army School.

1536 Nadolsky, J., Givers and receivers in the human service process (Editorial). Vocational Evaluation and Work Adjustment Bulletin, 1976, 9(3), 2-7.

Categorizes workers in the human services field as givers (self-motivated) and receivers (other-motivated). It also discusses the implications of these categorical types as they relate to the process and progress of the human services delivery system.

1537 Ortega, D., Schultz, J., & Sanders, R., The use of social reinforcement to increase productivity and develop self-monitoring skills in a mentally retarded assembly-line worker. Vocational Evaluation and Work Adjustment Bulletin, 1976, 9(3), 8-13.

The purpose of the experiment was to teach a mentally retarded assembly-line worker to record (self-monitor) his own productivity and to use a combination of social reinforcement from staff and pay raises contingent upon work rate to increase productivity.

1538 Dunn, D., & Kruel, D., Individual observation using a normed behavior observation system. Vocational Evaluation and Work Adjustment Bulletin, 1976, 9(3), 14-20.

Describes a study of which the purpose was to determine whether an objective, normed behavior observation system (based on frequencies and percentages of observations) would show differences in behavior patterns between individual workers, and whether these individual behavior patterns would differ from the established behavioral norms.

1539 Lee, W., A comparison of staff and patient work values in a mental health setting. Vocational Evaluation and Work Adjustment Bulletin, 1976, 9(3), 21-27.

The purpose of this research was to explore work value similarities and differences between psychiatric staff and patients. As the study suggests that the two groups differ in their work values, such differences may constitute a barrier to effective treatment programs.

1540 Jones, W., Preparing blind persons for community work experience. Vocational Evaluation and Work Adjustment Bulletin, 1976, 9(3), 28-31.

Describes the work experience program for blind clients at the Gateway Hope Center in Florida. Information is included regarding the establishment of community work sites, preparation of the client before such placement, and outcomes of the programs.

1541 Sawyer, H., Preparation for CARF in the rehabilitation facility. Vocational Evaluation and Work Adjustment Bulletin, 1976, 9(3), 32-35.

Discusses purposes of CARF accreditation and suggests areas for preparation prior to the actual CARF survey.

1543 Pisauro, M., Comprehensive Occupational Assessment and Training System. In A. Sax (Ed.), Innovations in vocational evaluation and work adjustment. Vocational Evaluation and Work Adjustment Bulletin, 1976, 9(3), 39-45.

Describes the four components of the (Comprehensive Occupational Assessment and Training System) which includes (1) the job matching system, (2) the employability attitudes system, (3) work samples system, and (4) the living skills system.

1544 Wehman, P., Imitation as a facilitator of treatment for the mentally retarded. Rehabilitation Literature, 1976, 37(2), 41-48.

Provides a brief theoretical overview of social learning theory, a selective review of representative research studies employing modeling as a facilitator of behavior change in the retarded, and a discussion of utilization of models for training purposes. Several research questions pertinent to future directions of imitation learning with mentally handicapped are discussed.

1546 Parnicky, J., & Presnall, D., Interest inventories and the retarded. Rehabilitation Counseling Bulletin, 1976, 20(2), 118-128.

Two non-reading interest inventories, the Vocational Interest and Sophistication Assessment (VISA) and the Reading Free Vocational Interest Inventory (RFVII), are described and their reliability, validity, and application to the rehabilitation process are discussed.

1547 Welch, M., & Gist, J., The open token economy system: A handbook for a behavioral approach to rehabilitation. Springfield, Illinois: Charles C. Thomas, 1974.

A detailed procedure for implementing a token economy in a community based, day treatment, rehabilitation center is presented. Topics include establishing a token economy system, construction of work job descriptions (for which tokens are awarded for degrees of completion), operation of an exchange system for redemption of the tokens, and a number of job descriptions divided by difficulty level. Research results are also discussed.

1548 Gellman, W., Changing career patterns for the vocationally disadvantaged in a polyethnic, multicultural model cities area. Chicago, Illinois: Jewish Vocational Service, 1974.

Describes a model for rehabilitation placement service for the severely disadvantaged and handicapped in a Model Cities area of Chicago. The model was based on work competence, placeability, and adjustability. The model emphasized immediate reinforcement in which placement was the reinforcer and evaluation and adjustment service continued after initial placement (R & D #15-P-55187/5, NTIS PB 253 199)

1549 Batten, M., The application of a unique industrial health system. Industrial Gerontology, 1973, 19, 38-48.

Contains a description of a research and demonstration program which tested the effectiveness of the GULHEMP technique, an industrial health system and method for placing workers (especially those over 40) on jobs for which they are physically fit.

1550 Kelleher, H., & Quirk, D., Age, physical capacity and work: An annotated bibliography. Industrial Gerontology, 1976, 19, 80-98.

This bibliography is composed of selected literature on age, functional capacity and work.

1551 Thiel, S., Inventory of habilitation programs for mentally handicapped adults. Portland, Oregon: Portland Habilitation Center, 1975.

This inventory is a 600 plus page curriculum guide for teaching moderately and severely handicapped students of all ages in the following areas: Part One - Social Behaviors Program - designed to distinguish any social behavior problems in areas such as work skills, work performance, grooming, interpersonal relations and unacceptable behaviors; Part Two - Practical Living Skills Program - designed to expand independent living skills in grooming and hygiene, money management, food preparation and simple cooking and home living skills; Part Three - Socialization Skills Program - designed to enhance recreation and leisure time skills; Part Four - Job Skills Program - designed to prepare the mentally handicapped for job placement in competitive employment in the community through math and time telling concepts, use of simple hand tools, on-the-job safety, completing a job application, job readiness and job placement skills, etc.

1558 Bakeman, M., First impressions manual. Minneapolis, Minnesota: Multi Resource Centers, Inc., Center for Training and Development, 1974.

This manual is designed for use in training rehabilitation clients in the following areas: job interview, appearance, caring for your clothes, laundering, ironing-pressing, dry cleaning, care of hair, shampooing, diet/exercise, skin care, and make-up. The manual can be used in conjunction with the First Impressions Media Kit (available separately from the Center for Training and Development), or by itself, in the design of a custom personal appearance program for a variety of settings.

1559 Dunn, D., Korn, T., & Andrew, J. (Eds.), Critical issues in vocational evaluation. Menomonie, Wisconsin: University of Wisconsin - Stout, Stout Vocational Rehabilitation Institute, Research and Training Center, 1976.

A report of a conference sponsored by the Research and Training Center at the University of Wisconsin - Stout in June, 1976 is provided. The first section of the report contains a set of discussion papers which briefly review the literature related to five common applications of vocational evaluation. The remaining three sections present the issues and possible means of dealing with the issues as identified by the conference participants. These include issues related to programming, norming, validity, and reliability.

1560 Padzensky, H., & Gibson, J., Goalguide: A minicourse in writing goal and behavioral objectives for special education. Belmont, California: Fearon Publishers, Inc., 1975.

Goalguide is an instructional package which is designed to meet the needs of teachers, therapists, administrators, and others who work with developmentally disabled individuals. The Goalguide package consists of three basic components: A Participant Manual, a Participant Workbook, and an Instructor's Manual. When used as a formal in-service training course, estimated time of completion is nine hours. However, the materials can also be used individually. The content of the materials includes information on the nature of goals, justifying the use of goals, writing behavioral objectives, utilizing task analysis and sequencing objectives, and prescriptive programming. The Participant Manual contains all the instruction required for successful completion of the material. The Workbook has exercises which allow the participant to practice what has been learned.

1561 Jacobson, J., Research and demonstration project to develop a work evaluation work adjustment unit in a human resource center. Salt Lake City, Utah: Utah State Board of Education, Division of Rehabilitation Services, 1973.

The purpose of this study was to investigate the impact of a work evaluation-work adjustment unit. Two objectives were examined, the first being the success of the client following evaluation and adjustment services, and the second, the counselor's (referral source) opinion of the unit's services. (R & D Final Report #15-P-55257 - NTIS PB 237 296)

1562 Leslie, J., et al., Development of comprehensive competitive employment services for the physically handicapped - Phase I report. Wichita, Kansas: Wichita State University, College of Engineering, Department of Industrial Engineering, 1973.

The major objective of the project reported on was to develop a system whereby severely physically handicapped individuals (primarily cerebral palsied) would be evaluated in order to competitively seek and obtain employment, primarily in private industry. This report is on the development of an evaluation system including: reach hardware, designed to measure range of reach in three planes; controls hardware, designed to measure an individual's performance using typical controls as found on machine tools; and assembly hardware, designed to measure a person's performance at tasks typical of those found in industrial small assembly jobs.

1563 C.O.O.R. Intermediate School District, R.O.O.C. Workshop: A description of programs and services. Roscommon, Michigan: Author, n.d.

Provides a description of a work activities center and sheltered workshop serving a four county area in Michigan. A primary purpose is to provide evaluation, job training and other therapeutic work experiences for physically and mentally handicapped students referred from local school districts. Included are conditions, performance standards, and criteria for skill training in the following areas: factory production, data processing, custodial, general merchandising, secretarial, and bus driving.

1564 Sanders, R., Behavior modification in a rehabilitation facility. Carbondale, Illinois: Southern Illinois University Press, 1975.

According to the author, the primary purpose of this book is to help rehabilitation personnel understand and utilize research findings in behavior modification. To accomplish this, the book has four functions. First, it provides background information on the principles and rules of behavior modification. The author states that a conscious effort was made to minimize jargon so that the material could be easily understood and applied with maximum benefit to clients. Second, the book utilizes a "how-to-do-it" approach, dealing with the steps that are necessary to reach specific goals for clients. Third, a separate chapter is included which covers some of the more detailed considerations and techniques of behavior modification which are introduced in the research reports. Last, a bibliography is provided for those interested in seeking additional information.

1565 Sherman, R., Behavior modification in a workshop. Vocational Evaluation and Work Adjustment Bulletin, 1969, 2(4), 7-10.

This article is a description of a behavior modification program for mentally retarded clients. It emphasizes need for professional input in program development in order to insure a quality program, maintenance of careful record keeping, and need for positive attitudes and behaviors on the part of the program administrators.

1571 Studen, L., & Bergstein, P., The mobile unit for vocational evaluation. In T. Lake (Ed.), Career education: Exemplary programs for the handicapped. Reston, Virginia: The Council for Exceptional Children, 20-33, n.d.

Describes the mobile van evaluation unit which travels to 15 Baltimore County High Schools to evaluate 10th grade students for a one week period in order to determine their occupational potential. A floor plan is included along with a description of some of the evaluation work areas and a typical itinerary for a one week evaluation period.

1572 Lake, T. (Ed.), Career education: Exemplary programs for the handicapped. Reston, Virginia: The Council for Exceptional Children, n.d.

Describes six exemplary programs which provide vocational evaluation, career exploration and career education for the handicapped including the Career Development Center (New York) an alternative high school program; The Mobile Unit for Vocational Evaluation (Maryland) providing a one week evaluation for 15 local high schools; Project Serve (Minnesota) serving educable mentally retarded students; Project Worker (California) a program for the teenage handicapped job seeker; The Technical Vocational Program for Deaf Students (Minnesota) using an existing school serving hearing students to train deaf students; and Vocational Village (Oregon) a career oriented educational program for handicapped and disadvantaged students.

1573 Nadolsky, J., The experiential component of vocational evaluation (Editorial). Vocational Evaluation and Work Adjustment Bulletin, 1976, 9(4), 3-7.

Discusses the experiential (actual client experience with work) component of vocational evaluation as a unique characteristic which sets the vocational evaluation process apart from other assessment programs. Other human service fields such as education, medicine, and psychology utilize primarily statistical and/or clinical assessment approaches.

1574 Pruitt, W., Vocational evaluation: Yesterday, today, and tomorrow. Vocational Evaluation and Work Adjustment Bulletin, 1976, 9(4), 8-16.

This article briefly reviews the historical development of the vocational evaluation process and focuses upon (1) present basic concepts which have been developed in vocational evaluation and (2) selection of clients for vocational evaluation programs. Future trends in vocational evaluation are also discussed.

1575 Zeller, J., Early prevocational evaluation of persons with severe disabilities. Vocational Evaluation and Work Adjustment Bulletin, 1976, 9(4), 17-23.

Emphasizes the importance of early prevocational intervention, especially for those clients with catastrophic and/or severe disablement. It also discusses the need for prevocational evaluation, assessment of the client's emotional status and ability to communicate, initial objectives of early entry techniques of assessment, and modifications in test selection and administration.

1576 Dial, J., & Swearingen, S., The prediction of sheltered workshop performance: Special application of the McCarron-Dial Work Evaluation System. Vocational Evaluation and Work Adjustment Bulletin, 1976, 9(4), 24-33.

The subject of this study was the use of the M.D.W.E.S. (McCarron-Dial Work Evaluation System) to determine (1) work task productivity and (2) appropriate entry level wages for clients in work programs. A description of the M.D.W.E.S. is included along with research results using the M.D.W.E.S. in the area of productivity and client wages with mentally retarded clients.

1577 Spike, R., Client self-selection of tests and work samples in vocational evaluation. Vocational Evaluation and Work Adjustment Bulletin, 1976, 9(4), 34-38.

The purpose of the study was to investigate the principle of client involvement in vocational evaluation. The client's selection of his or her own tests was used as the independent variable. It was postulated that clients who chose their own measurements would tend to perceive vocational evaluation as being more useful than would clients who did not select their own tests and work samples.

1578 Nadolsky, J., The counseling function in vocational evaluation. Vocational Evaluation and Work Adjustment Bulletin, 1976, 9(4), 39-45.

The purpose of this paper is to explore the counseling function as it relates to fulfillment of the vocational guidance role in the vocational evaluation process. Counseling is presented as a means of assisting the client not only toward a suitable vocational goal but also as a means of helping the client realize his personal and social potential.

1579 Rice, B. (Ed.), An innovative approach to developing life adjustment skills in rehabilitation clients, rev. of Means, B., Personal achievement skills training (Arkansas Rehabilitation Research and Training Center). Vocational Evaluation and Work Adjustment Bulletin, 1976, 9(4), 46-49.

A description is provided for the Personal Achievement Skills Training package (PAST) developed at the Arkansas Rehabilitation Research and Training Center, 1975. It is designed as an alternative to group counseling, group therapy, or general personal adjustment training programs in the service delivery system. The basic rationale of the program is that people develop successful or unsuccessful life patterns. The program allows participants to define their life pattern and determine what they are moving toward in life.

1580 Piller, R., The Micro-TOWER System. In A. Sax, Innovations in Vocational Evaluation and Work Adjustment. Vocational Evaluation and Work Adjustment Bulletin, 1976, 9(4), 50-53.

A description and discussion of the Micro-TOWER System, developed at the ICD Rehabilitation Research and Training Center, New York. The system consists of 13 work samples, any of which may be group administered.

1581 Dunn, D., Using competitive norms and industrial standards with work samples (Interface Number 9). Menomonie, Wisconsin: University of Wisconsin - Stout, Stout Vocational Rehabilitation Institute, Research and Training Center, 1976.

The author contends that the use of competitive norms and industrial standards in vocational evaluation can result in the misleading comparison of the performance of unpracticed and inexperienced individuals to that of practical and experienced workers. It also offers suggestions for modifying norming procedures.

1582 Dunn, D., Korn, T., & Schneck, G., What's it mean? Occupational terms in vocational rehabilitation (Interface Number 8). Menomonie, Wisconsin: University of Wisconsin - Stout, Stout Vocational Rehabilitation Institute, Research and Training Center, 1976.

The purpose of this paper is to discuss and define the following ten common vocational terms: element, task, duty, position, job, occupation, vocation, career, work, and employment.

1583 Korn, T. (Ed.), A work sample style guide (Interface Number 10). Menomonie, Wisconsin: University of Wisconsin - Stout, Stout Vocational Rehabilitation Institute, Research and Training Center, 1976.

The purpose of this monograph is to describe a Work Sample Style Guide sufficiently flexible to allow for development of multiple objective work samples as well as for alternative sample instruction modes. Steps involved in work sample development discussed are: determination of work sample need, determination of work sample intent, description of assessment task, development of a pilot work sample, field trial and modification, development of technical support, and dissemination and usage by others.

1584 Leslie, J., et al., Development of comprehensive competitive employment services for the physically handicapped - Phase II report. Wichita, Kansas: Wichita State University, College of Engineering, Department of Industrial Engineering, 1974.

The major objective of the project reported on was to develop a system whereby severely physically handicapped individuals (primarily cerebral palsied) would be evaluated in order to competitively seek and obtain employment primarily in private industry. This report is on the testing phase, devoted to actual testing of residual capabilities of handicapped clients (utilizing hardware and evaluation procedures developed in Phase I) and the final phase designed for employment of the physically handicapped in on-going work activities.

1585 Research Utilization Laboratory, Job placement and job development (RUL #7). Chicago, Illinois: Jewish Vocational Service, 1976.

The publication provides descriptions of job placement and job development programs in use which have been demonstrated to be effective in the field. It is essentially written by placement specialists and is designed for use both by counselors, administrators, and placement personnel.

1588 Adams, A., New challenges for vocational rehabilitation. Menomonie, Wisconsin, University of Wisconsin - Stout, School of Education, Stout Vocational Rehabilitation Institute, 1976.

Discusses the need to improve service delivery systems particularly as such delivery applies to the severely handicapped. Emphasizes that evaluation and adjustment professionals must strive to develop more reality-based evaluation and adjustment services with an increased view toward utilization of the private sector.

Also discusses need for development of post employment services, client and counselor training, elimination of delays in providing services, and better placement service.

1589 Benham, J., Utilization of JEVS Work Sample Battery in a rural school setting. The Sampler, 1976, 3(2), 3.

A discussion of the implementation of a vocational evaluation system in a rural school setting utilizing the JEVS Work Sample Battery.

1590 Birch, W., Implementing several work sample systems into one evaluation center. The Sampler, 1976, 3(2), 1, 4.

A discussion of the ways by which Gateway Technical Institute in Wisconsin implemented the JEVS and Singer Systems along with locally developed work samples into a workable system.

1591 Houts, P., & Scott, R., How to catch your staff doing something right. Hershey, Pennsylvania: Milton S. Hershey Medical Center, College of Medicine, Pennsylvania State University, Department of Behavioral Science, 1975.

Cartoon illustrations are used to describe the process and development of individualized goal planning.

1592 Lippmann, G., & Porter, G., How to establish competency model programs for the delivery of vocational services to the severely handicapped. Austin, Texas: Lippmann/Porter, 1976.

The purpose of this manual is to demonstrate how to establish a competency based model for delivery of vocational services to clients. It is designed primarily for use in a vocational rehabilitation facility. As employability is the ultimate goal for clients, employability is defined into concrete observable behaviors including (1) physical sensory capabilities, (2) social/emotional characteristics, and (3) functional education skills. Chapters include: How to operationalize characteristics into observable and measurable behaviors; how to set proficiency levels; how to do task analyses; how to develop a competency model staff; and how a competency based program lends itself to compliance with the rehabilitation act and facility accreditation standards.

1593 Research Utilization Laboratory, Goal attainment scaling in rehabilitation (RUL #5). Chicago, Illinois: Jewish Vocational Service, 1976.

As described by the authors, this manual has two major functions: to introduce Goal Attainment Scaling as an evaluation tool in rehabilitation and to train rehabilitation personnel in construction and use of scales. The manual provides basic information on the principles of the procedures, case examples, and the opportunity to develop sample scales. Additional information is furnished on the pilot study used in field testing the procedure.

1594 Randolph, A., Vocational evaluation of the severely handicapped - an overview for rehabilitation counselors. Institute, West Virginia: West Virginia Rehabilitation Center, Research and Training Center, 1976.

A curriculum outline designed as an orientation to and overview of vocational evaluation for rehabilitation counselors. The training is designed to focus on three aspects of vocational evaluation: general information such as definitions and components of vocational evaluation; rehabilitation counselor's attitude toward his responsibility for vocational evaluation; and the counselor's recommendation for further training.

1595 Parham, J., Individual program planning with the developmentally disabled. Lubbock, Texas: Texas Tech University, Research and Training Center in Mental Retardation, 1976.

This manual is one part of an instructor-free training package in individual program planning for the developmentally disabled. The objective is to guide staff persons in developing general goals with the client, stating behavioral objectives and treatment strategies, and evaluating the effectiveness of the plan. According to the developers, the basic concepts of individual program planning in the package are sufficiently flexible to apply to all disabilities. The training is designed primarily for use in a group setting. (Note: the complete training package also includes workbooks and video-tapes which are not included here. The purpose of this loan package is to familiarize the reader with the training program. For further information on obtaining the training program, contact: Director of Training, Research and Training Center in Mental Retardation, Texas Tech University, P.O. Box 4510, Lubbock, Texas 79409.)

1596 Houts, P., & Scott, R., Goal planning with developmentally disabled persons: Procedures for developing an individualized client plan. Hershey, Pennsylvania: Milton S. Hershey Medical Center, College of Medicine, Pennsylvania State University, Department of Behavioral Science, 1975.

This workbook is part of a training package which is designed to be group administered. An audio tape and instructors manual is also included. The workbook, by itself, contains all of the basic information on the goal planning procedure. The four basic strategies of goal planning include the following: 1) involve the client from the beginning; 2) use the client's strengths to set goals which help with his needs; 3) use small steps to reach the goal; and 4) state clearly who will do what and when. The workbook also emphasizes the use of clear language, development of strengths-needs lists, and the use of rewards to increase positive behaviors. The workbook uses an easy-to-follow cartoon format.

1597 Korn, T., Occupational information in rehabilitation services I. Menomonie, Wisconsin: University of Wisconsin - Stout, Stout Vocational Rehabilitation Institute, Research and Training Center, 1976.

This is a pre-program self study guide intended to meet the following goals: to describe why the Dictionary of Occupational Titles is useful to rehabilitation workers, to provide a description of the organization and content of the Dictionary of Occupational Titles, and to provide definitions of terms and concepts used in the Dictionary of Occupational Titles and in the job analysis process.

1598 Randolph, A., Vocational evaluation - a guided discussion for rehabilitation counselors. Institute, West Virginia: West Virginia Rehabilitation Center, Research and Training Center, 1976.

This is a learning activity designed for use with rehabilitation counselors to teach them about issues related to vocational evaluation. The guided discussion format provides an opportunity for participants to discuss their ideas, knowledge, and skills with each other.

1599 Mason, V., & Graham, C., Vocational evaluation services help client assess work skills. Research Review, 1976, 2(6), 5-8.

Describes the vocational evaluation program at North Texas State University (Denton). The program is divided into five parts: phase I - referral, phase II - intake and orientation, phase III - services, phase IV - discharge, and phase V - program evaluation.

1600 Valpar-Spective, ...On the making of behavioral observations. Valpar-Spective, 1975, 1(4), 1-3.

A discussion of the importance of behavioral observations in the vocational evaluation process. Points out negative outcomes of neglecting behavioral observation. Also describes the VALPAR Worker Characteristics chart which is designed to provide an awareness guide in the making of important behavioral observations.

1601 Valpar-Spective, ...The client report - comments and examples. Valpar-Spective, 1975, 1(4), 4-19.

Describes and includes examples of a number of client report formats which can be used as guides for the practitioner in developing a report form to meet local needs. Discusses, in particular, what information is needed in a report and how this needed information may change from agency to agency.

1602 Todd, H., & Chyatte, S., A system for contract bidding in sheltered workshops by application of predetermined time standards. Paper presented at the Georgia Rehabilitation Facility, Contract Administrators Workshop, Atlanta, Georgia, August, 1976.

This paper presents a description of the use of MTM-3 (a simplification of the original MTM method) in a workshop to verify costs on existing contracts and to develop a set of standards to be used by the contract administrator on future bidding. Completed MTM Element Analysis Summary Forms are included as examples.

1603 Overs, R., Avocational evaluation and work adjustment: A deterrant to dependency. Journal of Rehabilitation, 1976, 42(6), 21-24, 40, 48.

Avocational activities are defined as leisure time activities. The importance of planning for and providing such activities as an alternative to paid work is emphasized. Leisure activities are proposed as a worthwhile alternative to vocational goals when the latter is not immediately feasible.

1604 Todd, H., & Chyatte, S., A system for assessment of work sample norms in rehabilitation facilities by application of predetermined time standards. Paper presented at Georgia Rehabilitation Facility Vocational Evaluation Workshop, Atlanta, Georgia, September, 1976.

Explains how methods-time-measurement (MTM) can be used to establish standards of normal performance, improve existing work methods, and synthesize anticipated production. Also discusses more recently developed MTM methods such as MTM-2 and MTM-3. Provides examples of how MTM-3 was used on a number of work samples, resulting norms, and how those norms compared with the norms which had been originally developed for the work sample.

1605 Schneck, G., Job analysis: A self-study manual. Menomonie, Wisconsin: University of Wisconsin - Stout, Stout Vocational Rehabilitation Institute, Research and Training Center, 1976.

The purpose of this manual is to provide self-training in the use of job analysis, a United States Department of Labor developed procedure for obtaining specific information about a particular job. This includes what the job requires the worker to do; methods and techniques used to do the work; machines, tools, and equipment used, materials used; products manufactured; subject matter dealt with and services which result; and traits required of the worker to perform in the job.

1610 Texas Rehabilitation Commission, Prevocational training workbook. Austin, Texas: Author, 1974.

The prevocational training package consists of the instructor's guide to be used by the instructor and the workbook to be used by the student. The workbook, discussed here, covers the following curriculum areas: job information sources; responsibility to government, budgeting, checking accounts and savings; family relationships; self concepts; and job seeking which includes self inventory, application completion, interviewing and role palying for an interview (see separate annotation for the prevocational training instructor's guide).

1611 Texas Rehabilitation Commission, Prevocational training instructor's guide. Austin, Texas: Author, 1974.

This prevocational training package consists of the instructor's guide to be used by the instructor, and the workbook to be used by the student. The guide, discussed here, presents individual lesson plans covering each of the following objectives of the curriculum: job information sources; responsibility to government; budgeting, checking accounts and savings; family relationships; self concepts; and job seeking which includes self-inventory, application completion, interviewing, and role playing for an interview (see separate annotation for workbook).

1612 Cardwell, J., Jr., Curry, D., & Bato, A., Work evaluation/work adjustment: An evaluation. New York, New York: National Urban League, Inc., 1975.

A report of a demonstration carried on by the National Urban League project to investigate the value of work evaluation and work adjustment. Section 1 describes the clientele; Section 2 describes the work evaluation/work adjustment process; Section 3 details placement and other outcomes as a result of the project; Section 4 answers questions such as "did work evaluation/work adjustment change clients attitudes toward working, what proportion of clients were actually placed on jobs, and was a work evaluation/work adjustment client more likely to have a job after work evaluation/work adjustment than before?"; Section 5 discussion is about how clients felt that work evaluation/work adjustment helped them. (R & D Project #12-P-55257/8-01, 12-P-55522/4-01, 12-P-55522/12-01)

1614 Shellhaas, O., Personal, social adjustment training curricula manual. Austin, Texas: Austin State School, Vocational Rehabilitation Department, n.d.

This manual is designed for training in personal and social adjustment skills and is intended primarily for use with moderately retarded clients. Pre-test and evaluation forms precede the sub-sections of the manual which can be used to establish baseline functioning and to record progress. Each teaching unit also includes an objective(s), activities, and materials. Unit topics are grooming, social adjustment, human relationships, social skills (manners), vocational adjustment, basic education skills, counting, time concepts, money handling and budgeting, using community resources, and mobility (transportation).

1615 Twomey, W., Placement of the severely handicapped (Second Institute on Rehabilitation Issues). Institute, West Virginia: Research and Training Center, 1975.

This document is intended as a reference guide for rehabilitation personnel to assist them in job placement efforts. It is an attempt to bring together practical and concrete ideas which can be referred to as needed. Sections include: responsibility of the counselor to do placement, placement models, suggestions for identifying employment opportunities, factors in evaluating the client for the job use of community agencies to effect the total rehabilitation of the client, strategies and techniques for assisting the client toward placement, and a review of the legislation as it pertains to the placement.

1616 Zawada, A., Rehabilitation of the severely disabled. (Eleventh Institute on Rehabilitation Services). Institute, West Virginia: Research and Training Center, 1973.

The purpose of this publication is to suggest methods of dealing with the rehabilitation problems of the severely disabled. Some of the sections discussed are: definitions of the severely disabled, potential client population factors to be evaluated in a comprehensive rehabilitation program including medical, psychological, sociocultural, transportation, and housing needs. The topic of extended evaluation and its potential use in the rehabilitation process of the severely disabled and a suggested format to measure present levels of client functioning and client change is also included.

1617 Bureau of Standards, Methods and Planning, A guide for group training in job finding. Trenton, New Jersey: New Jersey State Employment Service, Division of Employment Security, Department of Labor and Industry, 1963.

Group training in job finding consists of a series of training sessions on the principles of job finding and selling your services to a prospective employer. The sessions are as follows: becoming acquainted with the labor market including local and national trends; self inventory of job skills and abilities; learning the various sources of job leads, learning how to effectively present qualifications to an employer by means of a personal interview, a letter of application, and the resume. (This pamphlet was designed primarily for use in state employment service agencies and calls for the use of other state employment service forms.)

1619 Barber, G., Mannino, J., & Will, R., The D.A.L.E. System (Developmental Assessment of Life Experiences) Manual. Erie, Pennsylvania: Dr. Gertrude A. Barber Center, Inc., 1975.

This manual is designed as an inventory to assess competencies in home and community living experiences for the exceptional individual. Contains a graphic representation of the inventory which illustrates each individual's progress during the process of professional intervention. The instrument can be used to facilitate planning and programming as they relate to an individual's needs and goals.

1620 Esser, T., A structured guide for selecting training materials in adjustment services. Menomonie, Wisconsin: University of Wisconsin - Stout, Stout Vocational Rehabilitation Institute, Materials Development Center, 1977.

The author's purpose was to identify significant documents from the body of literature in the field of adjustment services and then categorize those documents according to the following adjustment process areas: defining adjustment services; behavior observation, identification and analysis; individualizing the adjustment plan, implementing the adjustment program; program monitoring, recording, and reporting; and program evaluation. Annotations are included with each of the 43 significant documents. For quick reference, a resource grid is provided which relates each document according to one or more of the process areas. A short list of audio-visual material on adjustment services is also included.

1621 Carlson, P., Job readiness training program. Warren, Ohio: Hillside Hospital, 1974.

The purpose of the Job Readiness Program is to instruct those clients who have been determined to be employable in how to find, get, and hold a job. The program content includes the following instructional areas; a self-evaluation of job seeking skills, getting job leads, filling out job applications, preparing for and how to act on an interview, how to follow up an interview, how to hold a job after being hired, and wages, work rules, and benefits. The manual consists of an instructor's guide and procedures manual, lesson plans, and a client's workbook.

1622 Whitehead, C., Planning and organizing a sheltered workshop for mentally retarded persons. Arlington, Texas: National Association for Retarded Citizens, 1977.

This publication provides basic considerations and recommendations for those involved in planning and organizing a sheltered workshop for the mentally retarded. Chapters include regulations and financial assistance, budgeting for operations, procurement and subcontracts, rehabilitation services, business and personnel management, technical assistance resources, public relations, standards and accreditation, and a bibliography and references.

1623 Bergman, A., A guide to establishing an activity center for mentally retarded persons. Arlington, Texas: National Association for Retarded Citizens, 1977.

Designed for use by those involved in the development of an activity center, this publication includes a historical overview of activity centers, contemporary philosophy and ideology, planning a work activity center, individual evaluation and program planning, personal-social adjustment training, work adjustment training, vocational training administration, and a bibliography of references.

1624 Scholl, G., & Schnur, R., Measures of psychological, vocational, and educational functioning in the blind and visually handicapped. New York, New York: American Foundation for the Blind, 1976.

This manual was developed to provide a resource for those seeking appropriate measures of psychological, vocational, and educational functioning in the blind and visually handicapped and general information on how to go about using such measures with this particular population. Includes measures of intellectual functioning; educational measures, preschool and social functioning measures; vocationally oriented measures; objective personality measures; and projective personality measures.

1625 Rodhouse, L., Work-related behaviors as perceived by employers, workshop personnel, and existing rating scales. Vocational Evaluation and Work Adjustment Bulletin, 1977, 10(1), 8-14.

The purpose of this study was to assess the extent to which workshop personnel and employers agree or disagree about which job related behaviors are the most important in keeping a job. Critical job behaviors listed by both employers and workshop personnel are provided on separate tables. Possible reasons for differences in opinions are discussed and recommendations for possible research are made.

1626 Sankovsky, R., Brolin, J., & Coffey, D., Vocational evaluators identify training needs: Report of a national survey. Vocational Evaluation and Work Adjustment Bulletin, 1977, 10(1), 15-19.

The designers of this study solicited direct input from practicing evaluators in order to identify specific skill and competency deficiencies in their preparation and training. The participants were asked to indicate skills and knowledges which they felt were necessary in order to provide fair, adequate and comprehensive vocational evaluation services for their clients.

1627 Karan, O., The use of extended evaluation for mentally retarded clients. Vocational Evaluation and Work Adjustment Bulletin, 1977, 10(1), 20-26.

Indicates that severely mentally retarded individuals have been denied VR services despite the lack of establishment of valid doubt for success. Emphasizes that the extended evaluation option should be used to a greater extent by rehabilitation counselors to (a) determine a mentally retarded client's eligibility for rehabilitation service and (b) to gather information to provide the foundation for formulating the plan of service.

1628 Carter, A., Psychoeducational design for rehabilitation workshops. Vocational Evaluation and Work Adjustment Bulletin, 1977, 10(1), 27-39.

Suggests that learning theory (psychoeducational design) should be incorporated to a far greater extent in the evaluation/adjustment process. In order to provide an individualized learning program which will allow the client to understand, learn, and subsequently be able to perform tasks not previously mastered. Four variables must be considered and manipulated if learning is to occur: analysis of the objective, presentation of the material, participation of the client, and proper reinforcement.

1629 McPhail, J., & Harris, A., Business community assistance in evaluation and training: An example. Vocational Evaluation and Work Adjustment Bulletin, 1977, 10(1), 40-43.

Describes an on-the-job evaluation and training program in which clients are placed in motel operations following an initial evaluation in the sheltered workshop. Importance of close follow-along and follow-up is stressed.

1630 Rosenberg, B., The TOWER System. In A. Sax (Ed.), Innovations in Vocational Evaluation and Work Adjustment. Vocational Evaluation and Work Adjustment Bulletin, 1977, 10(1), 44-48.

Describes the TOWER System and lists many of the work samples from that system which are most commonly used with clients.

1631 Irvin, L., & Halpern, A., Reliability and validity of the social and prevocational information battery for mildly retarded individuals. American Journal of Mental Deficiency, 1977, 81(6), 603-605.

The reliability and the validity of the Social and Prevocational Information Battery (SPIB) for EMR was evaluated. Results substantiated initially reported reliability and validity indices. The SPIB consists of nine tests that measure knowledge in the following domains: job search skills, job related behavior, banking, budgeting, purchasing, home management, health care, hygiene and grooming, and survival reading.

1632 Friedenberg, W., & Martin, A., Prevocational training of the severely retarded using task analysis. *Mental Retardation*, 1977, *15*(2), 16-20.

Two severely retarded students were trained on a task requiring multiple, multidimensional discrimination. Two procedures were subjected to task analysis and training procedures for each were devised. Production tests suggested that tangible reinforcement may be a necessary ingredient in maintaining low-error performance with an inherently non-reinforcing task.

1633 Cohen, B., VIEWS: New chance for the retarded. *Performance*, 1977, *27*(9), 13-17.

Describes VIEWS (Vocational Information and Evaluation Work Samples) developed by the Jewish Employment and Vocational Service, Philadelphia. Provides brief information about how the system is used with clients.

1634 Karan, O., et al., *Habilitation practices with the severely developmentally disabled*. Madison, Wisconsin: *University of Wisconsin - Madison, Regional Rehabilitation Research and Training Center in Mental Retardation*, 1976.

Contains articles in the following areas: Current trends in vocational evaluation and training of the mentally retarded, research studies on work training with the retarded, social and recreational skill training with the retarded, training for professionals who work with the mentally retarded, and computer applications in programming for the severely developmentally disabled.

1635 Karan, O., Crisis intervention. In O. Karan, et al., *Habilitation practices with the severely disabled*. Madison, Wisconsin: University of Wisconsin - Madison, *Regional Rehabilitation Research* and Training Center in Mental Retardation, 1976, 14-25.

Describes the Crisis Intervention project, an attempt to develop an innovative vocational habilitation/rehabilitation service delivery model specifically designed for the severely developmentally disabled. It is designed to benefit those clients who might otherwise be terminated from vocational rehabilitation involvement.

1636 Wehman, P., Schutz, R., & Renzaglia, A., Behavioral training strategies in sheltered workshops for the severely developmentally disabled. In O. Karan, et al., *Habilitation practices with the severely developmentally disabled*. Madison, Wisconsin: University of Wisconsin - Madison, Regional Rehabilitation Research and Training *Center* in Mental Retardation, 1976.

The purpose of this paper is to provide a behavioral analysis of work problems which may be expected of severely developmentally disabled clients, and to identify and discuss a logically arranged sequence of behavioral procedures which are available to overcome specific vocational problems. Client vocational behavior excesses or deficits are as follows: (a) acquisition problem - discrimination deficits, (b) acquisition problem - sensory motor deficits, (c) low production - slow motor behavior, (d) and low production-interfering behaviors. Some specific training techniques for alleviating the work problems are discussed.

1637 Wehman, P., et al., Stimulating productivity in two profoundly retarded workers through mixed reinforcement contingencies. In O. Karan, et al., *Habilitation practices with the severely developmentally disabled*. Madison, Wisconsin: *University of Wisconsin - Madison, Regional Rehabilitation Research* and Training Center in Mental Retardation, 1976, 60-68.

The purpose of the study is to demonstrate the development of increased work rates in two institutionalized profoundly retarded workers. Different reinforcement schedules and training in work skills which were marketable in the local community were used with each worker.

1638 Bates, P., Wehman, P., & Karan, O., Evaluating work performance of a developmentally disabled adolescent: Use of changing criterion design. In O. Karan, et al., *Habilitation practices with the severely developmentally disabled*. Madison, Wisconsin: *Regional Rehabilitation Research and Training Center in Mental Retardation*, *1976*, 69-76.

Reports on a study using changing criterion design in which a new higher criterion is established once the original target criterion is met.

1639 Wehman, P., et al., Use of positive practice to facilitate increased work productivity and instruction following behavior in profoundly retarded adolescents. In O. Karan, et al., *Habilitation practices with the severely developmentally disabled*. Madison, Wisconsin: Regional Rehabilitation Research and Training Center in Mental Retardation, 1976, 77-86.

Two studies are described which demonstrate the successful application of positive practice with profoundly retarded adolescents. The first experiment's purpose was to increase the production rate of a worker who displayed high rates of excessive nonfunctional competing behaviors during work periods. A second experiment was performed in an effort to reduce noncompliant behavior and to increase instruction following behavior in a second worker who consistently refused to follow the daily work routine.

1640 Renzaglia, A., et al., Use of cue redundancy and positive reinforcement to accelerate production in two profoundly retarded workers. In O. Karan, et al., *Habilitation practices with the severely developmentally disabled*. Madison, Wisconsin: University of Wisconsin - Madison, Regional Rehabilitation Research and *Training* Center in Mental Retardation, 1976, 87-97.

Two studies were conducted to examine the effects of a combination of two behavioral procedures, cue redundancy and positive reinforcement, on the production of two profoundly retarded males.

1641 Wehman, P., et al., Self-management programs with mentally retarded workers: Implications for developing independent vocational behavior. In O. Karan, et al., Habilitation practices with the severely developmentally disabled. Madison, Wisconsin: University of Wisconsin - Madison, Regional Rehabilitation Research and Training Center in Mental Retardation, 1976, 98-114.

Describes three research studies which took place in two sheltered workshops with three mentally retarded workers, two of whom were severely and profoundly retarded. The purpose of the studies was to evaluate the effects of external reinforcement, self-administered reinforcement, and self-determined reinforcement on work production rates.

1642 Johnson, W., How to develop an occupational information presentation for facility use. (Interface Number 7). Menomonie, Wisconsin: University of Wisconsin - Stout, Stout Vocational Rehabilitation Institute, Research and Training Center, 1976.

This article is concerned with the concept, organization, and effective use of media in providing clients with an understanding of the world of work. It is designed to serve as a guide which the professional may use to develop materials for use in facilities. The goal is to establish the use of clear, understandable programs that are low in cost and high in efficiency and ease of production.

1643 Singer, B., Role playing as a treatment adjunct in a transitional workshop setting. Journal of Applied Rehabilitation Counseling, 1977, 7(4), 245-248.

Describes and discusses role playing as an effective technique for developing basic social skills (assertiveness) for handicapped young adults.

1669 Stude, E., & Pauls, T., The use of a job seeking skills group in developing placement readiness. Journal of Applied Rehabilitation Counseling, 1977, 8(2), 115-120.

Clients ready for job placement but needing additional skills to successfully complete the employee selection process participated in a Job Seeking Skills group. The Job Seeking Skills group as an aid to developing placement readiness is discussed and recommendations for further research are presented.

1670 Todd, H., & Lieffers, R., Methods-Time-Measurement as applied to the Purdue Pegboard. Vocational Evaluation and Work Adjustment Bulletin, 1977, 10(2), 10-19.

Discusses the application of MTM-3 (an industrial engineering technique used to establish standards or norms for job performance) to the Purdue Pegboard, a test for measuring an individual's manipulative dexterity.

1671 Lytel, R., Jr., & Manoleas, P., The utility of the counselor-evaluator model in the assessment of emotionally disabled clients. Vocational Evaluation and Work Adjustment Bulletin, 1977, 10(2), 20-24.

Examines a method of vocational evaluation of mental health clients using a synthesis of task performance and psychosocial analysis. The counselor-evaluator model enables client responses to be interpreted both as performance on standardized tasks and as part of the clients role perception and self-image.

1672 Bodenmiller, F., & Sanders, R., Decreasing non-compliant behavior in a sheltered workshop. Vocational Evaluation and Work Adjustment Bulletin, 1977, 10(2), 25-31.

The purpose of this study was to attempt to reduce or eliminate the non-compliant behaviors of one workshop client, specifically as that non-compliance related to supervisory directives. A combination of feedback, instructions, and differential reinforcement was used.

1673 Botterbusch, K., The type of media playback equipment available in rehabilitation facilities. Vocational Evaluation and Work Adjustment Bulletin, 1977, 10(2), 32-38.

The purpose of the study was to determine what media formats are the most commonly used in rehabilitation facilities. Reports on the number and percent of facilities owning and having access to various types of audio-visual playback.

1674 Sankovsky, R., & Brolin, J., New directions for training vocational evaluators. Vocational Evaluation and Work Adjustment Bulletin, 1977, 10(2), 39-44.

This is a report of a one year project to develop an innovative approach to training vocational evaluators through the development of performance-based training materials and simulation activity.

1675 Rice, B. (Ed.), Vocational rehabilitation: A new perspective on current issues, rev. of Rusalem, H., & Malikin, D. (Eds.), Contemporary vocational rehabilitation (New York University Press). Vocational Evaluation and Work Adjustment Bulletin, 1977, 10(2), 45-49.

Reviews Rusalem and Malikin's Contemporary Vocational Rehabilitation.

1676 Rosen, G., The Views Evaluation System. In A. Sax (Ed.), Innovations in vocational evaluation and work adjustment. Vocational Evaluation and Work Adjustment Bulletin, 1977, 10(2), 50-51.

Describes the VIEWS System which is intended as an evaluation system for mildly, moderately, and severely retarded individuals.

1680 Gold, M. W., The acquisition of a complex assembly task by retarded adolescents. Urbana-Champaign, Illinois: University of Illinois, Children's Research Center, 1969.

A study conducted with 64 moderately and severely retarded individuals in sheltered workshops who assembled a 15 piece and a 24 piece bicycle brake utilizing discriminant learning by using form only for one group and color-form for the other group. Results are plotted in various graph forms.

1681 Parnicky, J., Kahn, H., & Burdett, A., Standardization of the (VISA) Vocational Interest and Sophistication Assessment Technique. American Journal of Mental Deficiency, 1971, 75(4), 442-448.

A sample of over 3,000 mildly retarded adolescents and young adults were administered a newly designed picture-inquiry instrument to measure vocational interest and knowledge. Subjects were drawn from institutions, schools, and workshops. Reliabilities and norms for both male and female forms of the test were substantially established. Data regarding validity and applicability, while more limited, were promising.

1682 Bonner, W., Eckles, C., & Stern, A., A handbook of workshop production aids. Sacramento, California: Department of Rehabilitation, Facilities Development Section, 1974.

Contains examples of special tooling and machines employed by California workshops and rehabilitation facilities to increase efficiencies in contract work. The main intent is to show possibilities, and to widen the horizons of production managers to think in terms of developing production efficiencies.

1683 Stodden, R., Casale, J., & Schwartz, S., Work evaluation and the mentally retarded: Review and recommendations. Mental Retardation, 1977, 15(4), 25-27.

The use of work samples as predictors of vocational behavior with the mentally retarded has become a widespread practice. This article reviews the work sample batteries presently in use and offers a critical analysis of their role with the mentally retarded, along with the recommendations for appropriate use in evaluation and training.

1684 Walls, R., & Werner, T., Vocational behavior checklists. Mental Retardation, 1977, 15(4), 30-35.

Thirty-nine behavior checklists containing items (behavior descriptions) related to pre-vocational, vocational, occupational, and work behaviors were reviewed, categorized, and evaluated. Strategies for selecting and utilizing vocational behavior checklists to facilitate training and assessment are discussed.

1692 Research Utilization Laboratory, Basic guidelines for role-playing in rehabilitation settings. Chicago, Illinois: Jewish Vocational Service, n.d.

These guidelines are directed toward directors of role playing groups in rehabilitation settings. Various aspects of role playing are discussed including defining role playing, learning to role play, potential of role playing, how role playing teaches conditions for forming a group, developing a written plan for a role play, physical requirements (setting), scheduling and duration of role plays, and directing behavior.

1695 Simmons, M. (Ed.), Big Bend Resource Book. Panama City, Florida: Tom P. Haney Vocational Technical School, 1977.

The first part of the manual contains instructions for the development of the following work samples: adding machine, alphabetical filing, ashtray, balancing board, check writing, copper tooling, inventory, leather collating, nameplate, nametag, picture frame, 100 piece puzzle, parts counterman, resistor identification test, and weight tolerance. The second part contains a variety of behavioral identification formats.

1697 S.A.V.E. Enterprises, S.A.V.E. Systematic approach to vocational evaluation. Rome, Georgia: Author, 1977.

Describes the S.A.V.E. System (an acronym for Systematic Approach to Vocational Evaluation). Relates the system's development to the U.S. Department of Labor's Dictionary of Occupational Titles and describes components of the system.

1698 Gannaway, T., & Sink, J., The relationship between the vocational evaluation system by Singer and employment success in occupational groups. Rochester, New York: The Singer Company, 1977.

This study was designed to compare the relationship of the Singer Vocational Evaluation System job-sample scores with employment success in occupational groups. Research results are included.

1699 Field, T., Gannaway, T., & Sink, J., An assessment of the Singer Vocational Evaluation System as a catalyst for occupational information seeking behaviors. Rochester, New York: The Singer Company, 1976.

The major hypothesis of this study is as follows: "Exposure to ten work samples of the Singer Vocational Evaluation System will cause the individual to seek more vocational information, as compared to individuals not exposed to the ten work samples." Research results, conclusions and implications are included.

1700 Nadolsky, J., & Brewer, E., The staff conference and group decision making: A preliminary investigation. Rehabilitation Literature, 1977, 38(8), 242-249.

Reviews the literature related to the staff conference in a research study to determine the number of vocational evaluators who use the staff conference technique. The value of a staff conference as a group decision making process is also discussed.

1702 Dunn, D., The reliability of evaluator ratings and program length. Vocational Evaluation and Work Adjustment Bulletin, 1977, 10(3), 8-13.

The purpose of this study was to test two hypotheses using ratings obtained on a daily basis for a group of individuals during the span of a 15 day vocational evaluation program. The first hypothesis predicted that serial reliabilities developed by correlating each day's ratings against those obtained on the last day would show a steady increase. The second hypothesis predicted that this increase in reliability would follow a logarithmic curve function.

1703 Jones, C., & Lasiter, C., Worker-non-worker differences on three Valpar Component Work Samples. Vocational Evaluation and Work Adjustment Bulletin, 1977, 10(3), 23-27.

This study reports that non-disabled competitively employed test subjects scored higher on Valpar Component Work Sample Tasks than non-worker subjects. The question is raised regarding the validity of vocational direction derived from work sample norms that are not based on industrial populations.

1704 Micali, J., Comprehension levels of the Coats and Singer Vocational Evaluation Systems: Implications for use with the retarded. Vocational Evaluation and Work Adjustment Bulletin, 1977, 10(3), 28-31.

The results of the present study suggest that the Singer Vocational Evaluation System has a lower oral comprehension level than the Coats System, particularly as it applies to use of either system with the mentally retarded.

1705 Botterbusch, K., & Sax, A., Some consideration for the selection of a commercial vocational evaluation system. Vocational Evaluation and Work Adjustment Bulletin, 1977, 10(3), 32-36.

Presents a number of considerations for the selection of a commercially available vocational evaluation system which will be appropriate to the particular needs of a facility.

1706 Rice, B. (Ed.), The severely handicapped homebound: Implications for vocational evaluation and adjustment services, rev. of Fourth Institute on Rehabilitation Issues, Rehabilitation of the severely handicapped homebound (Arkansas Research and Training Center). Vocational Evaluation and Work Adjustment Bulletin, 1977, 10(3), 37-41.

Reviews the work of the Fourth Institute on Rehabilitation Issues, Rehabilitation of the severely handicapped homebound, a resource and training manual designed to aid in the rehabilitation of the homebound. Also includes implications of the 1973 Rehabilitation Act as it pertains to the practice of vocational evaluation and adjustment.

1707 Esser, T., Client orientation: Introducing you to vocational evaluation. In A. Sax, Innovations in Vocational Evaluation and Work Adjustment. Vocational Evaluation and Work Adjustment Bulletin, 1977, 10(3), 42-44.

Describes MDC's slide/tape presentation Client Orientation: Introducing You to Vocational Evaluation and discusses the importance of providing the client with information about the vocational evaluation process.

1711 Nadolsky, J., A "working" philosophy for vocational evaluation (Editorial). Vocational Evaluation and Work Adjustment Bulletin, 1977, 10(4), 5-11.

The United States is evolving into a society in which the majority of citizens will be directly involved in the provision of service to others. In order to maintain its essence as a truly individualized assessment service, vocational evaluation needs to operate within the confines of a philosophy that is concerned with individual potentiality. Therefore, the ability of vocational evaluation to maintain its identity in a service oriented society will be dependent upon the degree to which its practitioners understand, accept, and express commitment to the disciplines underlying philosophy.

1712 Usdane, W., International Seminar on Sheltered Employment: Assessment and training. Vocational Evaluation and Work Adjustment Bulletin, 1977, 10(4), 12-21.

This article is based upon a paper presented by the author of the International Seminar in Sheltered Employment in England, 1975. Reviews current status and importance of the evaluation process in the United States and also covers history and development of the process. Reviews training programs for the disabled in the United States, including projects with Industry (P.W.I.).

1713 Jenkins, W., Anderson, R., & Odle, S., Expediting government involvement in rehabilitation workshop programs. Vocational Evaluation and Work Adjustment Bulletin, 1977, 10(4), 31-39.

This paper briefly summarizes several legislative acts focusing on rehabilitation (Wagner-O'Day and Rehabilitation Act of 1973), the role of the National Industries for the Severely Handicapped (NISH), and a report of a conference held in 1975 on stimulating government use of workshop programs.

1714 Kay, H., Jr., Service systems and program evaluation. Vocational Evaluation and Work Adjustment Bulletin, 1977, 10(4), 40-47.

Presents suggestions for determining the program structure to which a program evaluation system can be applied, i.e., work evaluation only, evaluation - training, sheltered work, or work activities.

1715 Carlson, H., The rehabilitation process and professional values. Vocational Evaluation and Work Adjustment Bulletin, 1977, 10(4), 48-54.

Maintains that vocational rehabilitation professionals erect barriers to effective service delivery by adopting policies, techniques, and values which are contrary to the profession's stated goals and purposes.

1716 Botterbusch, K., The Systematic Approach to Vocational Evaluation (SAVE). In A. Sax, Innovations in Vocational Evaluation and Work Adjustment. Vocational Evaluation and Work Adjustment Bulletin, 1977, 10(4), 55-58.

Describes the SAVE System (Systematic Approach to Vocational Evaluation) which will ultimately be comprised of three separate packages: Package A for the evaluation of lower functioning persons (now on the market); Package B for the evaluation of persons with high school level skills; and Package C for more advanced individuals. Explains how the SAVE System is built on the Worker Trait Group (WTG) arrangement of the Dictionary of Occupational Titles.

1717 Carnley, N., Differences between American and European workshops: Implications for training. Vocational Evaluation and Work Adjustment Bulletin, 1977, 10(4), 23-30.

Contrasts European and American workshop orientations in three areas: (1) teaching practices, (2) industrial orientations of the workshops, and (3) attitudes of the students, teachers, and supervisors. Contends that if sheltered workshops within the United States are to become self-sufficient (as in Europe) their goals and concepts must be modified to make self-sufficiency economically possible.

1721 Fry, R. (Ed.), Suggested publications for developing an agency library on work evaluation and work adjustment. Menomonie, Wisconsin: University of Wisconsin - Stout, Stout Vocational Rehabilitation Institute, Materials Development Center, 1977.

The purpose of this publication is to provide a select list of documents to choose from to establish an agency or personal starter library on the subjects of work evaluation and work adjustment. This revision of "Suggested Publications" lists 52 titles with annotations and ordering information for documents available from MDC and other sources.

1722 Vocational Research Institute, Jewish Employment and Vocational Service, MODAPTS...industrial comparisons for VIEWS. The Sampler, 1977, 4(2), 1-2.

Jewish Employment and Vocational Service (JEVS), Philadelphia, developer of the VIEWS System has utilized the MODAPTS System for the establishment of industrial time standards for the evaluation system.

1723 Vocational Research Institute, Jewish Employment and Vocational Service, Everything you always wanted to know about local norming. The Sampler, 1977, 4(1), 2, 4.

Contains an explanation of how to convert raw work sample error counts and time scores into percentile ranks. Procedure applies to both time and quality norming.

1724 Kowle, C., & Trout, D., Job seeking and job keeping: An annotated bibliography. Madison, Wisconsin: University of Wisconsin - Madison, The Wisconsin Vocational Studies Center, 1977.

This annotated bibliography lists commercial literature, curriculum materials, and job seeking guides relating to job acquisition and maintenance. A range of materials for a variety of audiences is included such as low literate adults, high school students, executive job seekers, the unemployed, and post secondary and college graduates. The types of materials range from audio-visual programs to local curriculum outlines.

1729 Pruitt, W., Vocational (work) evaluation. Menomonie, Wisconsin: Author, 1977.

The author's purpose in writing this book was twofold--first, to help define the professional specialty of work evaluation and secondly to provide a textbook to assist in the training of work evaluation personnel. The content of the book deals with procedures, theory, and principles underlying vocational evaluation methods. The intent is not to provide a "cookbook" on work evaluation but rather to provide information about work evaluation which will assist students and partially trained work evaluators to obtain a better comprehension of the field. Chapter topics include role and function of work evaluators, developing a work evaluation plan, work sample theory and process, commercial work sample systems, situational assessment, developing observational skills, interpretation of work evaluation data, report writing in evaluation, and the work evaluation unit.

1730 Goodwill of Wyoming, Vocational goal development. Cheyenne, Wyoming: Human Services Center, Rehabilitation Department, 1977.

The Vocational Goal Development Program was established for the purpose of assisting an individual to develop a feasible vocational plan. A four week curriculum is contained in the booklet which covers values, attitudes and expectations; vocational exploration; job seeking skills; and survival skills. Published materials, both audio-visual and print, are also listed.

1731 Botterbusch, K., A comparison of four vocational evaluation systems. Menomonie, Wisconsin: University of Wisconsin - Stout, Stout Vocational Rehabilitation Institute, Materials Development Center, 1977.

The purpose of this publication, which covers the COATS, Hester, Micro-TOWER, and VIEWS, is to present an objective comparison of these vocational evaluation systems. Manuals, technical reports, and related publications were used to obtain information about each system. Comparison points include information about the developer, organization of the system, process followed, administration procedures, scoring and norms, client observation, reporting, purposes, training required, and technical considerations. Also included are sections on considerations in the selection of a commercial vocational evaluation system, reviewer's comments, developer's address, current costs, and references.

1732 Weikle, D., & Coker, C. (Comp.), References on work adjustment and behavior modification. Unpublished paper, Menomonie, Wisconsin: University of Wisconsin - Stout, Stout Vocational Rehabilitation Institute, Research and Training Center, 1976.

Contains reference sections on the following: vocational rehabilitation-general; behavior therapy and modification-general; rehabilitation with special populations; and techniques (including modeling, behavior contracts, video counseling/role playing, and automation).

1733 Capobianco, J., Continued socialization. Journal of Leisurability, January 1977, 4-6.

The Continued Socialization Program stresses the development of adequate personal-social skills through leisure activities. The developers of this program emphasize that treating the person only as a worker and not taking into account his/her recreational/leisure needs, is dysfunctional.

1734 Materials Development Center, Work sample manual format. Menomonie, Wisconsin: University of Wisconsin - Stout, Stout Vocational Rehabilitation Institute, 1977.

The Work Sample Manual Format is designed to help practitioners to write their own work sample manuals in a standardized format. Standard informational items which should be included in a work sample manual and which are detailed in this format include: introduction, instructions to the evaluator, administration, scoring, insights, developmental data, construction, bibliography, and an appendix. Examples are used throughout to illustrate points. Also included is a work sample manual organized according to the work sample manual format.

1735 McClure, D., Placement through improvement of client's job seeking skills. Journal of Applied Rehabilitation Counseling, 1972, 3(3), 188-196.

Emphasizes the importance of having agencies provide effective job seeking skill programs for rehabilitation clients. Reports results of several research projects in which concentrated job seeking skill programs were offered.

1736 Flexer, R., Martin, A., & Friedenberg, W., Increasing the productivity of the severely retarded with monetary reinforcement: Developing a work ethic. Mental Retardation, 1977, 15(6), 44-45.

Under production conditions, monetary reinforcement was given to several mentally retarded sheltered workshop clients. In phase I, reinforcement was given on a short fixed interval schedule. Clients could spend their earnings at the end of a week. In phase II, monetary reinforcement was delayed to the end of a 60 minute period. Daily earnings were placed in savings toward a future purpose, usually several weeks away. The clients maintained a high rate of production despite the long delay of gratification as in phase II.

1737 Doane, R., & Valente, M., The role of job coaching in vocational rehabilitation. Journal of Rehabilitation, 1977, 43(5), 45-47.

Describes and discusses the role of job coach, a concept of a new kind of specialist within the rehabilitation field. The responsibility of a job coach is to maintain "people relationships" and functions primarily as a counselor for employees.

1738 Fry, R. (Ed.), Work evaluation and adjustment: An annotated bibliography, 1976 supplement. Menomonie, Wisconsin: University of Wisconsin - Stout, Stout Vocational Rehabilitation Institute, Materials Development Center, 1977.

The Materials Development Center publishes annual annotated bibliographies on the literature in work evaluation and adjustment. The above bibliography, which contains 141 entries, includes primarily the literature produced in 1976. This bibliography and the previous bibliographies serve as a reference to the literature in work evaluation and adjustment, and as a catalog to the loan literature available from MDC. Both a KWOC Title Index (keyword-out-of-context) and a subject type index (new this year) have been included to aid the user in quick identification of annotations relevant to a particular topical area. The indexes include the titles and/or accession numbers of all documents listed in this and previous bibliographies.

1739 White, B., How G.A.S. can fit into the CARF Evaluation Standards. Lab Notes, Special Issue, 1977, 6-7.

An explanation is provided of how G.A.S. (Goal Attainment Scaling), developed by the Program Evaluation Project, Minneapolis, can be used to meet some of the requirement of CARF (Commission on Accreditation of Rehabilitation Facilities) evaluation standards.

1740 Prep, Inc., Preliminary "useability" results of a field study to determine the appropriateness and effectiveness of COATS with special education populations. Prep Research Reports, 1976, 1(15).

Describes a program designed to evaluate the effectiveness of the COATS System (Comprehensive Occupational Assessment and Training System). This report does not include final findings as the project had not been completed at the time of writing.

1741 Kay, H., Program evaluation - a primer. Unpublished paper, Goodwill Industries of North Florida, Jacksonville, Florida, 1975.

Provides a description for developing a program evaluation system in rehabilitation facilities using the objectives of (a) maximizing successful job placements, (b) minimizing terminations due to dropouts and noncooperation, and (c) minimizing time spent in the rehabilitation program.

1742 Benham, J., A study to determine the need for the Colorado Epilepsy Association to provide a vocational evaluation program. Unpublished consultation report, Colorado Epilepsy Association, Denver, Colorado, 1977.

A needs assessment study was completed to determine answers to the following questions: (a) number and type of vocational evaluation programs in the state, (b) number of epileptics currently being provided with vocational assessment services, (c) number of agencies which would participate in a vocational evaluation program if the Colorado Epilepsy Association provided one, and (d) how many epileptics would be referred in the next 12 months.

1743 Goldston, M., Jr., & Hefley, R., Project Expedite: An investigation of accelerated and diagnostic services in a local vocational rehabilitation office. Austin, Texas: Texas Rehabilitation Commission, 1975. (R & D 12-P-55404/6)

The purpose of the project was to demonstrate the feasibility of and to research the effectiveness of providing faster, more relevant and more comprehensive diagnostic services for rehabilitation clients with a wide range of disabilities. The experimental unit components included: audiovisual orientation, social evaluation interview, psychological testing, short-term work evaluation, faster general medical examination, and improved transportation.

1744 Perrin, T., Job seeking skills training for adult retarded clients. Journal of Applied Rehabilitation Counseling, 1977, 8(3), 181-189.

Emphasizes that the adult retarded can benefit by job seeking skills training. Such training should be accompanied by diagnostic assessment, vocational counseling, skills training, social skills development, and work behavior training.

1745 Zaetz, J., Occupational activities training manual for severely retarded adults. Springfield, Illinois: Charles C. Thomas, 1969.

Contains a variety of simple preskill exercises and product assemblies designed to develop performance and occupational skills for severely retarded sheltered workshop clients.

1746 DeBusk, C., & Luchsinger, V., Vocational training and job placement of the mentally retarded: An annotated bibliography. Lubbock, Texas: Texas Tech University, Research and Training Center in Mental Retardation, 1973.

An annotated bibliography which represents articles about the employment of and/or the preparation for employment of the mentally retarded (including vocational evaluation and adjustment).

1747 Johnson, F., & White, M., The role of psychometrics in private rehabilitation. Valpar-Spective, 1977, 2(1), 1, 2.

Discusses assets and limitations of psychometric testing and emphasizes that such tests should be used to supplement observable skills and behavior. In addition, the evaluation staff should be alert during the testing process to any need to involve outside assistance such as eye examinations, medication control.

1748 Valpar-Spective, Methods time measurement - another tool for the VCWS practitioner. Valpar-Spective, 1977, 2(1), 5-6.

Describes methods time measurement as a norming procedure and particularly as it applies to use with the Valpar Component Work Sample Series. MTM is defined as "a procedure which analyzes any manual operation or method into the basic motions required to perform it and assigns to each motion a predetermined time standard which is determined by the nature of the motion and the conditions under which it is made."

1749 Nadolsky, J., The use of work samples in the vocational evaluation process. Paper presented at Workshop on Work Sample Systems, Auburn, Alabama, 1977.

Analyzes the technology of vocational evaluation, especially as that technology relates to the philosophy and rationale which underlies the development and use of work samples. Encourages vocational evaluators to function as professional vocational evaluators, using their professional judgements rather than technicians tied to the technology of work sample systems. Finally emphasizes that vocational evaluators become more critical of existing systems of vocational evaluation.

1750 Abrams, A., Occupational Outlook Handbook usefulness. Unpublished paper, Phoenix, Arizona, n.d.

A categorization of employment forecasting taken from the Department of Labor's Occupational Outlook Handbook. Occupations are listed alphabetically and coded according to employment trend forecasts.

1751 Tomasulo, D., A systems approach to vocational rehabilitation of the mentally deficient: An objective method of accountability. Unpublished paper, New Jersey, n.d.

A behavioral intervention system was developed for use in vocational training workshops for the retarded. It employed two currently used rating scales, the AAMD's Adaptive Behavior Scale and the San Francisco Vocational Competency Scale distributed by the Psychological Corporation. The ratings were used in conjunction with work sample and sub-contracted work measures to develop a client's individual adjustment plan.

1752 Houts, P., & Scott, R., *New direction without insurrection: Implementing individualized goal planning in human service facilities*. Hershey, Pennsylvania: Milton S. Hershey Medical Center, College of Medicine, Pennsylvania State University, Department of Behavioral Science, 1976.

Contains suggestions on how to introduce goal planning into agencies and institutions.

1753 Houts, P., & Scott, R., *Help! I've got a problem! Goal planning strategies for difficult client behaviors*. Hershey, Pennsylvania: Milton S. Hershey Medical Center, College of Medicine, Pennsylvania State University, Department of Behavioral Science, 1976.

A source book for working with developmentally disabled persons which offers suggestions on developing plans for dealing with difficult client behaviors.

1754 Kreps, A., & Redden, C., *Ongoing classes for developmentally disabled adults in the Denver area: Working curricula 1975-1976*. Denver, Colorado: Metropolitan State College, The College for Living, 1975.

A curriculum guide in 12 life problem areas which includes keeping healthy, living safely, homemaking and family living, understanding one's self and getting along with others, understanding the physical environment, appreciating and creating beauty, being a responsible citizen, leisure time, earning a living, traveling, money management, and communications.

1755 Kreps, A., & Dreith, R., *Community living skills guide - Looking good: Hygiene*. Denver, Colorado: Metropolitan State College, The College for Living, n.d.

A teaching outline for the area of hygiene which includes goals, objectives, and post tests.

1756 Watson, D., *Deaf evaluation and adjustment feasibility: Guidelines for the vocational evaluation of deaf clients*. New York, New York: Deafness Research and Training Center, 1976.

The first chapter highlights basic process considerations presented in the different chapters. Special considerations associated with specific phases of the vocational evaluation process with deaf persons are briefly summarized. Chapter II proposes a model for the vocational evaluation of the deaf. The proposed model incorporates a communication based "total adjustment" environment as the basic and necessary parameters within which deaf persons can be evaluated. The objectives and process of vocational evaluation are defined in Chapter III. This chapter serves to define and structure the process within which the evaluator works.

1758 Ugland, R., Job seeker's aids: A systematic approach for organizing employer contacts. *Rehabilitation Counseling Bulletin*, 1977, *21*(2), 107-115.

Job seeker's aids is a step-by-step procedure which can be used by rehabilitation counselors to help clients locate and visit manufacturing, institutional, and other places of employment for the purpose of identifying and applying for job openings. Aids include industry lists, industry maps, a schedule or guide for contacting employers, and a feedback system.

1759 Rehabilitation Center, *Vocational evaluation unit client guidelines*. San Diego, California: San Diego State University, n.d.

This brochure is designed to orient the client to the evaluation program at the San Diego State University Rehabilitation Center. Explains the reason why the client was referred, what the activities will be, and rules and regulations.

1760 Vocational Development Center, *Vocational Development Center participant's handbook*. Menomonie, Wisconsin: University of Wisconsin - Stout, Stout Vocational Rehabilitation Institute, n.d.

A handout designed to orient clients to the purpose of the vocational evaluation services provided by the Vocational Development Center, University of Wisconsin - Stout. Explains rules, regulations, and responsibilities of the client during the evaluation period.

1761 Halpern, A., *Principles and practices of measurement in career education for the handicapped*. Eugene, Oregon: University of Oregon, Rehabilitation Research and Training Center in Mental Retardation, 1977.

This paper reviews several measurement issues that are relevant to the field of career education for handicapped students. Specifically, four major topics are presented: applied performance testing (including discussion of work samples); criterion validity studies (discusses the General Aptitude Test Battery, TOWER System, and the Social and Prevocational Information Battery); product vs. process measurement; and criterion vs. norm referenced measurement.

1762 Delaney, T., & Gugino, J., The application of a token economy and social learning skill training to a sheltered workshop. Alleghany, New York: Unpublished paper, n.d.

The purpose of this study was to initiate a token economy system to increase and to maintain production rates as well as to eliminate poor work related behaviors with multiply handicapped clients. Results indicated significant improvement with the 26 subjects in production and a decrease in poor work related habits. It demonstrates that token economies can be used as an effective tool to increase production and change work behavior.

1763 High, E., & Mayers, K., Developing pre-vocational/vocational skills in developmentally disabled persons. Washington, D.C.: George Washington University, Division of Rehabilitation Medicine, Job Development Laboratory, 1976.

Designed for use in a pre-vocational or vocational setting, this guide provides objectives and procedures for developing social skills necessary for succeeding in the world of work. Objectives and accompanying exercises are included in the following areas: initiative, direction, productivity, repetition, perseverence, motivation to work, following policy, accepting criticism, submissiveness, cooperation, reaction to problems, adaptability, self concept, personal appearance, and care of work area.

1764 Cook, D., Baselining rehabilitation center outcome and the effectiveness of evaluation recommendations. Fayetteville, Arkansas: University of Arkansas, Arkansas Rehabilitation Services, Arkansas Rehabilitation Research and Training Center, 1977.

The purpose of this investigation was to collect baseline statistics on persons served by the Hot Springs Rehabilitation Center (Arkansas) giving specific attention to the relationship between evaluation unit treatment recommendations and trainee outcomes.

1765 Dr. Gertrude A. Barber Center, Inc., Sheltered employment work experience program. Erie, Pennsylvania: Author, 1975.

The Sheltered Employment Work Experience Program is designed to assess and program the development of vocational capabilities of mentally retarded teenagers and adults. Competency training programs for ten major vocational areas are included: factory work training, carpentry, print shop, laundry, building maintenance, general and outdoor maintenance, transportation aide, library aide, food service and housekeeping. A specially designed chart and scale are utilized to record progress toward competencies.

1766 Alabama Facility Training Project, Individual written evaluation and adjustment service plans (booklet No. 1). Auburn, Alabama: Auburn University, Rehabilitation Services Education, 1977.

The Alabama Facility Training Project sponsored a training program on "individualizing written evaluation and adjustment service plans." Participants in that program worked to develop individual planning formats for their respective facilities. Formats submitted by the participants are contained in the booklet.

1767 Alabama Facility Training Project, Individual written evaluation and adjustment service plans (booklet No. 2). Auburn, Alabama: Auburn University, Rehabilitation Services Education, 1977.

See annotation for booklet No. 1 above. Contains additional evaluation and adjustment service plan formats.

1769 Muthard, J., Vocational rehabilitation index: 1977. Gainesville, Florida: University of Florida, Rehabilitation Research Institute, 1977.

This supplement updates the Vocational Rehabilitation Index: 1974 by listing about 2,000 additional rehabilitation project reports and periodical articles. As a supplement to that volume, this book updates the index through mid-1977. Brings together in one volume an index to the major rehabilitation journals and the reports generated by federally sponsored vocational rehabilitation projects (i.e., research and demonstration interim and final reports and research and training center reports).

1770 Fry, R., Training programs in work evaluation, adjustment, and rehabilitation administration. Menomonie, Wisconsin: University of Wisconsin-Stout, Stout Vocational Rehabilitation Institute, Materials Development Center, 1978.

Contains a brief listing of agencies and institutions which provide degree or short-term training in vocational evaluation, adjustment services, and rehabilitation administration (primarily administration in rehabilitation facilities). Titles and descriptions of coursework, time required, certificates or degrees offered, and contact person is included.

1771 Northwest Association of Rehabilitation Industries, Results of staff salary survey. Seattle, Washington: Author, 1978

Staff salary questionnaires were mailed to 110 rehabilitation facilities in Region X (Alaska, Idaho, Oregon, Washington) for the purpose of determining staff salaries by facility type.

1772 Flexer, R., & Boyd, K., Teaching money skills to the mentally retarded person: A manual of procedures. Lubbock, Texas: Texas Tech University, Research and Training Center in Mental Retardation, 1976.

This program is a systematic approach to teaching money management to mildly and moderately mentally retarded persons. The package consists of the following three parts: 1) Teaching Money Skills to the Mentally Retarded Person: A Manual of Procedures - Contains an overview and description of the money skills program, an evaluation procedure to determine student entry skills, a list of sequenced objectives, and a set of teaching procedures for each sequenced objective; 2) A Manual for Training Paraprofessionals to Teach Money Skills to the Mentally Retarded Person - A manual for program coordinators and staff development personnel which contains guidelines for training paraprofessional staff to implement the money skills program; 3) Training Materials - These materials consist of (a) a number line and (b) forms including 50 session recording sheets, five money skills progress sheets, and five training summary sheets.

1773 Fiks, A., Public assistance worker job trial. Philadelphia, Pennsylvania: Jewish Employment and Vocational Service, Job Trials Research Center, 1976.

The Public Assistance Worker Job Trial was developed for use as a personnel selection tool. This report outlines the steps taken to develop and construct the Public Assistance Worker Job Trial. It also outlines the methodology used to validate the Job Trial and the results of the validation study. The aim was to develop and assess a highly job related personnel selection test battery that could be administered to inexperienced applicants for certain positions in departments of public welfare or unemployment offices. In taking a job trial, the applicant trys out the essentials of a job at a simplified level.

1774 Ellsworth, S., & Noll, A., Vocational evaluators in school settings: Task analyses, certification, qualification and status data. Menomonie, Wisconsin: University of Wisconsin-Stout, Stout Vocational Rehabilitation Institute, 1978.

This consolidated report consists of two separate research papers. The first, entitled, "A survey of the roles and functions of vocational evaluators in vocational education," reports the roles and functions of vocational evaluators in the placement of special needs students into vocational education programs in secondary and post-secondary schools throughout the United States. The second paper, "A survey of the certification and qualifications of vocational evaluators employed in vocational education," reports on the certification status, qualifications, and training of vocational evaluators employed in vocational education settings. Also investigated was the relationship between employment requirements and training.

1775 Vocational Evaluation and Work Adjustment Association & Commission on Accreditation of Rehabilitation Facilities, VEWAA-CARF Vocational evaluation and work adjustment standards with interpretive guidelines and VEWAA glossary. Menomonie, Wisconsin: University of Wisconsin-Stout, Stout Vocational Rehabilitation Institute, Materials Development Center, 1978.

Two separate documents are included in this publication. The first, the "Vocational Evaluation and Work Adjustment Standards With Interpretive Guidelines," developed by the Vocational Evaluation and Work Adjustment Association in cooperation with CARF (Commission on Accreditation of Rehabilitation Facilities), is designed to inform practitioners of those standards having particular application to the field of vocational evaluation and work adjustment. The accompanying interpretations will be of assistance in meeting the intent of the standards, especially for those who are preparing for CARF accreditation. The second document, the "VEWAA Glossary," contains definitions of 140 terms which are closely related to the profession and practice of vocational evaluation and work adjustment. Input on the definitions was received from a broad base of vocational evaluation, adjustment, and other rehabilitation professionals from around the United States from 1974 through 1977.

1776 Cull, J., & Hardy, R., Considerations in rehabilitation facility development. Springfield, Illinois: Charles C. Thomas, Publisher, 1977.

Designed primarily for use by rehabilitation facility administrators, this book includes chapters written by experts in the following areas: architectural considerations in plant layout, development of contract procurement, developing psychological services in rehabilitation facilities, public relations programs, labor relations, personnel training in rehabilitation facilities, role of research in rehabilitation facilities, effective use of consultation, involvement of volunteers, and considerations in the development of a placement program.

1777 Goodwill Industries of America, Wage and hour manual. Washington, D.C.: Author, 1977.

This 100 page manual on wage and hour law is particularly oriented toward sheltered workshop operation with sections on: general coverage, employment relationships and hours worked, certification, wages, overtime, equal pay, record keeping, and investigations and enforcement. Also included is a list of the various government publications available concerning wage and hour law.

1790 Crumpton, A., et al., Functional capacity areas. Knoxville, Tennessee: Knoxville Area Comprehensive Rehabilitation Consortium, Inc., n.d.

The Functional Capacity Areas (FCA) was designed for use with the mentally, behaviorall, and/or physically handicapped young or older adult. It measures increase in client functioning as the person who is severely handicapped moves through the rehabilitation process. Purposes include (a) assessment of functional capacities to develop individualized service plans, (b) use as a curriculum of skill or behavioral objectives in an adjustment service program and, (c) use as an accountability tool through the use of a profile which tracks the progress of the client. Functional areas include grooming and hygiene, physical capacity, social, speech, community skills, basic skills, vocational, and deaf and blind.

1791 Neff, W., Work and human behavior (second edition). Chicago, Illinois: Aldine Publishing Company, 1977.

A discussion of work behavior in terms of: work as a human and social problem, work and human history, work as a sphere of behavior, psychoanalytic theories of work behavior, characteristics of work environments, components of work behavior and work personality, assessment of work potential, techniques of work adjustment, psychopathology of work, the handicapped worker, social barriers, work and social change, and work in perspective. (Note that this is the second edition of this book listed in previous bibliographies as #466. According to the author, new developments such as work alienation, occupational equality, and biological and social factors implicated in equality prompted the revision.)

1792 Research Utilization Laboratory, Program models for projects with industry (RUL #9). Chicago, Illinois: Chicago Jewish Vocational Service, 1978.

This manual describes and illustrates three major models of Projects with Industry programs, based on a survey of more than a dozen PWI's across the country. The three models are: (1) The job placement model, which seeks immediate, permanent, full-time competitive employment for disabled rehabilitation clients who are ready to work; (2) The work adjustment model, which provides a time limited work experience for rehabilitation clients to develop those qualities of attitude and behavior that qualify them for competitive employment; and (3) The skills training model which teaches work-ready rehabilitation clients the technical skills needed to compete for higher paying jobs. Factors that differentiate the models in addition to program objectives, include the type of client served, screening criteria, patterns of cooperation with other organizations, the form of linkage to employers, the change agent involved, and the services provided. The concluding chapter reviews some questions confronting a facility seeking to establish a PWI, identifies possible alternative responses, and makes some recommendations regarding implementation.

1793 Fry, R. (Ed.), Work evaluation and adjustment: An annotated bibliography, 1947-1977. Menomonie, Wisconsin: University of Wisconsin-Stout, Stout Vocational Rehabilitation Institute, Materials Development Center, 1978.

Since 1970 the Materials Development Center has published eight annual annotated bibliographies on the literature in vocational (work) evaluation and adjustment. All entries from the previous bibliographies have been combined into this publication. The bibliography contains 1,296 annotations covering the years from 1947 through 1977.

1794 McCarron, L., & Dial, J., McCarron-Dial Work Evaluation System: Evaluation of the mentally disabled - a systematic approach. Dallas, Texas: Common Market Press, 1976.

The purpose of this text is to present an empirically derived and systematic approach to work evaluation of the mentally disabled. Use of the McCarron-Dial Work Evaluation System with this population is discussed in detail.

1795 Botterbusch, K., A guide to job site evaluation. Menomonie, Wisconsin: University of Wisconsin-Stout, Stout Vocational Rehabilitation Institute, Materials Development Center, 1978.

Job site evaluation is an assessment technique where the client performs the job duties of a real job in competitive industry. Its main advantage is that it is the closest to the actual competitive employment situation in which the client will eventually be placed. By using job site evaluation, both the evaluator and the client can test and explore the world of competitive employment in a realistic situation. The purpose of this publication is to encourage evaluators to use job site evaluations. Procedures, ideas, and examples are included to help insure the successful use of job sites. The first part of the publication describes the specific uses of job sites, ways that the evaluator can use job sites for planning client evaluation, and the places where job sites can be found. The second part provides information on how to set up a job site; the third tells how to evaluate the client on the job site. Wage and hour regulations are described and examples of job site evaluation forms are given in the appendices.

1796 Weinstein, E., A well-brewed DOT. Occupational Outlook Quarterly, Summer, 1978, 22(2), 30-33.

Describes the new DOT (Dictionary of Occupational Titles) 1977. Compares the contents with the previous edition, published in 1965.

1805 Mattingly, L., The evaluator and testimony. Valpar-Spective, 1977, 2(3), 3-4.

Emphasizes the need for the evaluator to understand the process of giving expert testimony in Social Security and Workmen's Compensation cases and the importance that such testimony be objective and unbiased. Describes the courtroom procedure in expert witness cases.

1806 Loera, P., Vocational evaluation at a residential school for the deaf. Valpar-Spective, 1977, 2(3), 5-7.

Describes a vocational evaluation program at a residential school for the deaf. Use of the Valpar Component Work Sample System is detailed and suggestions for working with this population are included.

1807 Tseng, M., Effects of vocational evaluation on vocational rehabilitation. Morgantown, West Virginia: West Virginia University, Research and Training Center, 1977.

The purpose of this project was to carry out a systematic assessment of the effects of vocational evaluation programs upon the process of vocational rehabilitation by comparing three groups of clients undergoing different modes of vocational evaluation at a rehabilitation center.

1809 Vocational Evaluation and Work Adjustment Association, Bylaws of the Vocational Evaluation and Work Adjustment Association, Inc. Vocational Evaluation and Work Adjustment Bulletin, 1978, 11(2), 10-17.

Includes the complete bylaws of the Vocational Evaluation and Work Adjustment Association, Inc., adopted September 1976 at Hollywood, Florida.

1810 Noll, A., Certification of vocational evaluators in public school settings: A survey. Vocational Evaluation and Work Adjustment Bulletin, 1978, 11(2), 18-21.

The purpose of this study was to determine the certification status, qualifications, and training of vocational evaluators employed in vocational education settings. Also investigated was the relationship of employment requirements and training. Conclusions and recommendations are included.

1811 Flexer, R., et al., Increasing the work tolerance of severely retarded persons through a work adjustment training program. Vocational Evaluation and Work Adjustment Bulletin, 1978, 11(2), 22-30.

The present study demonstrates that through alteration of the physical environment, gradual increase of work periods, and realistic reinforcement systems tied directly to the desired behavior, severely retarded work adjustment clients can be taught to remain at their work station without being disruptive to other workers or workshop personnel. An additional benefit of this training procedure was a rise in production as uninterrupted time spent on the job increased from five minutes to thirty minutes.

1812 Shinnick, M., The follow-up of rehabilitation facility short-term training. Vocational Evaluation and Work Adjustment Bulletin, 1978, 11(2), 31-37.

This research involved a follow-up of six adjustment and evaluation training programs conducted by the Auburn University Region IV Rehabilitation Facility Training Program. The follow-up indicated that the training had a high impact on participants which remained stable for up to 18 months. The study concluded that the participants initiated a wide variety of changes in their facility programs, thereby improving services to handicapped people. The follow-up instrument provided the Region IV Rehabilitation Training Program with trainee reaction to training and data on the extent to which job performance has been changed as a result of training.

1813 Wisconsin Department of Public Instruction, Basic life functions instructional program model. Madison, Wisconsin: DPI Publications, 1975.

A curriculum guide for instructing moderately and severely retarded children in the areas of social, affective, motor, and cognitive skills. The material is constructed to assess the skills and abilities individual children have and to build on these skills in a step-by-step manner. Topics covered relevant to independent living skills training include: self-image, family life, telephone skills, use of public services, community services information, transportation, dressing, personal care, eating, illness prevention, safety, use of money, time-telling, shopping, cooking skills, housecleaning, and washing and ironing clothes. For each skill, a goal, a description of the skill to be taught, a suggested instructional activity, and needed equipment and materials are given.

1814 Fry, R., VEWAA-CARF vocational evaluation and work adjustment standards with interpretive guidelines and VEWAA glossary. In A. Sax (Ed.), Innovations in vocational evaluation and work adjustment. Vocational Evaluation and Work Adjustment Bulletin, 1978, 11(2), 46-48.

Describes the document entitled VEWAA-CARF Vocational Evaluation and Work Adjustment Standards with Interpretive Guidelines and VEWAA Glossary published by the Materials Development Center, University of Wisconsin-Stout, Menomonie, Wisconsin.

1815 Bellamy, G. (Ed.), Habilitation of severely and profoundly retarded adults. Eugene, Oregon: University of Oregon, Center on Human Development, Rehabilitation Research and Training Center in Mental Retardation, 1976.

This document focuses on the reporting of research efforts into the skills which the severely and profoundly retarded must have to live competently in the community and to succeed vocationally. Sections include vocational training, production supervision, vocational assessment, domestic living, and behavior observation systems for program evaluation.

1816 Bellamy, G., Peterson, L., & Close, D., Habilitation of the severely and profoundly retarded: Illustrations of competence. In G. Bellamy (Ed.), *Habilitation of severely and profoundly retarded adults*. Eugene, Oregon: University of Oregon, Center on Human Development, Rehabilitation Research and Training Center in Mental Retardation, 1976, 3-16.

Severely and profoundly retarded adults appear able to benefit from significantly more vocational opportunities than are typically provided. Examples of work tasks currently performed by this group are presented in order to emphasize their vocational abilities, and successful training and supervision procedures are illustrated.

1817 Irvin, L., General utility of easy-to-hard discrimination training procedures. In G. Bellamy (Ed.), *Habilitation of severely and profoundly retarded adults*. Eugene, Oregon: University of Oregon, Center on Human Development, Rehabilitation Research and Training Center in Mental Retardation, 1976, 19-25.

The general utility of a method of teaching difficult visual discrimination in assembly tasks to severely retarded persons was investigated. Twenty-four severely retarded adults were trained to assemble a bicycle axle and nut. Correct positioning of the nut required a difficult visual discrimination. The training procedure involved teaching a series of "easier" discriminations between the faces of lock-nuts to facilitate acquisition of the criterion discrimination. Results suggested that though this easy-to-hard training procedure facilitated criterion performance by 17 of 24 subjects, its general applicability appeared limited.

1818 Irvin, L., & Bellamy, G., Manipulation of stimulus features in vocational skill training of the severely retarded: Relative efficacy. In G. Bellamy (Ed.), *Habilitation of severely and profoundly retarded adults*. Eugene, Oregon: University of Oregon, Center on Human Development, Rehabilitation Research and Training Center in Mental Retardation, 1976, 27-41.

Fifty-one severely retarded adults were taught a difficult visual discrimination in an assembly task by one of three training techniques. The efficacy of two previously reported techniques and a new combination of these techniques was compared. These were: (1) adding and reducing large cue differences on the relevant shape dimension (ARLCD); (2) adding and fading a redundant color dimension (AFRD); and (3) a combined ARLCD/AFRD procedure. Significant differences between techniques in both trials and errors before criterion performance were attributed to differences in the establishment of stimulus control in the first phase of training with ARLCD/AFRD being the most efficient, AFRD next, and ARLCD the least efficient. These results demonstrated the effectiveness of the combined procedure and indicated that substantial differences may exist in the efficacy of various training procedures involving manipulation of stimulus features.

1819 Hunter, J., & Bellamy, G., Cable harness construction for severely retarded adults: A demonstration of training technique. In G. Bellamy (Ed.), *Habilitation of severely and profoundly retarded adults*. Eugene, Oregon: University of Oregon, Center on Human Development, Rehabilitation Research and Training Center in Mental Retardation, 1976, 43-50.

Three severely retarded adults were taught to construct an eleven-wire cable harness similar to those available in many sheltered workshops. Individual training was used with two trainees, and these required a total of 18 and 35 hours of instruction before learning the task. Both the successful acquisition of this apparently difficult work task and the subsequent rates at which it was performed argue for inclusion of more severely and profoundly retarded adults in existing sheltered work programs.

1820 Bellamy, G., Habilitation of the severely and profoundly retarded: A review of research on work productivity. In G. Bellamy (Ed.), *Habilitation of severely and profoundly retarded adults*. Eugene, Oregon: University of Oregon, Center on Human Development, Rehabilitation Research and Training Center in Mental Retardation, 1976, 53-69.

Research on work rates of severely and profoundly retarded adults is reviewed to clarify the empirical basis for supervision procedures in sheltered workshops. A variety of relationships between productivity and characteristics of the work setting are apparent. Supervisor instructions preceding work, positive contingent consequences, modeling and social facilitation, and more general aspects of the work setting can all affect production rates. The applicability of these relationships to practical workshop settings is limited by the lack of more precise information about the relationships and by some systematic differences between typical research settings and the situations in which the severely and profoundly retarded are likely to work. Future research should focus on the development and evaluation of practical supervision procedures and evaluation techniques in realistic work settings.

1821 Fuller, A., The effects of a multiple schedule of reinforcement with a bonus contingency on response rate. In G. Bellamy (Ed.), *Habilitation of severely and profoundly retarded adults*. Eugene, Oregon: University of Oregon, Center on Human Development, Rehabilitation Research and Training Center in Mental Retardation, 1976, 71-76.

This program was designed to increase on task behavior and improve the production rate of a profoundly retarded worker in a subcontract workshop. The worker was a twenty-three year old woman labeled profoundly retarded whose work involved assembly of three-piece electronic components. The treatment procedure involved adding a fixed interval schedule of reinforcement to the existing fixed ratio and thereby allowing the worker to earn bonus incentives. An improvement in both productivity and on task behavior and a reduction in day-to-day variability of both productivity and on task behavior were observed when treatment was begun. Interpretation of this result is difficult, however, because the changes did not reverse when treatment was withdrawn.

1822 Bellamy, G., & Snyder, S., The trainee performance sample: Toward the prediction of habilitation costs for severely handicapped adults. In G. Bellamy (Ed.), Habilitation of severely and profoundly retarded adults. Eugene, Oregon: University of Oregon, Center on Human Development, Rehabilitation Research and Training Center in Mental Retardation, 1976, 79-87.

Severely handicapped adults have often been excluded from vocational rehabilitation programs because they were not seen as feasible for ultimate occupational success. Recent training and management research has demonstrated that these adults can be quite successful with appropriate training, and a practical basis for selecting and placing them in training programs is needed. For this reason the Trainee Performance Sample (TPS) was developed to predict time required for vocational training. Preliminary data on the TPS indicates high internal consistency reliability and stability of scores over time and trainers. Further, correlations between TPS scores and training time and trials were above .75 in four of seven samples. Although considerably more research is needed, the TPS does appear to be a potentially useful instrument in making client acceptance and placement decisions for severely handicapped adults.

1823 Close, D., Community living for severely and profoundly retarded adults: A group home study. In G. Bellamy (Ed.), Habilitation of severely and profoundly retarded adults. Eugene, Oregon: University of Oregon, Center on Human Development, Rehabilitation Research and Training Center in Mental Retardation, 1976, 91-98.

Severely and profoundly retarded institutionalized adults are studied in a group home setting. Program philosophy, training procedure, and evaluation methods are described. Information on self-help and social skill acquisition is presented. Results show a significant difference in skill acquisition from the experimental group compared to an institutional control group. The results are discussed in light of the current normalization and deinstitutionalization movement. Recommendations for further research in habilitation, social skill training and maintenance, program evaluation, program cost and subject attitudes are presented.

1824 Robinson-Wilson, M., Picture recipe cards as an approach to teaching severely retarded adults to cook. In G. Bellamy (Ed.), Habilitation of severely and profoundly retarded adults. Eugene, Oregon: University of Oregon, Center on Human Development, Rehabilitation Research and Training Center in Mental Retardation, 1976, 99-106.

Picture-only recipe cards were used to teach three severely retarded adults to cook hot dogs, hot chocolate, and Jello. Training was done individually in a fully equipped kitchen. All trainees learned to follow each of the recipes. Evidence for the development of a generalized skill of following picture recipes was provided by decrease in training time and trials required to learn successive recipes and by increases in the percent of steps performed correctly on the first trial on new recipes.

1825 Todd, N., Bellamy, T., & Leiter, M., Behavioral observations for work situations: Coding definition manual. In G. Bellamy (Ed.), Habilitation of severely and profoundly retarded adults. Eugene, Oregon: University of Oregon, Center on Human Development, Rehabilitation Research and Training Center in Mental Retardation, 1976, 109-118.

Describes procedures for observing and coding behavioral events in a workshop or other work setting employing severely handicapped adults. The coding system applies naturalistic observation techniques to vocational assessment and evaluation by recording the behavior of a worker or trainee, his or her productivity, and events in the surrounding environment. The system is designed to supply ongoing data which will assist in operationally defining the objectives of habilitation programs and provide evaluative data relative to attainment of these objectives.

1826 Leiter, M., Behavioral observations for work situations: Revision for group observation. In G. Bellamy (Ed.), Habilitation of severely and profoundly retarded adults. Eugene, Oregon: University of Oregon, Center on Human Development, Rehabilitation Research and Training Center in Mental Retardation, 1976, 119-125.

The code developed by Todd, Bellamy, and Leiter (1975), provides extensive information on the behavior of a single worker and the events in the work environment. However, it is less useful for observing a group of subjects, and a second code was needed to record more general information about all workers in a given production setting. Using the code described here, a group of sixteen workers and their trainers may be observed by two coders, and information concerning the workers' behavior and the interaction between workers and trainers can be recorded. The group code is built about the same parameters as the individual code, and meets the same requirements for unobtrusive observations in a natural environment.

1827 Bellamy, G., Horner, R., & Inman, D. (Eds.), Habilitation of severely and profoundly retarded adults: Volume II. Eugene, Oregon: University of Oregon, Center on Human Development, Rehabilitation Research and Training Center in Mental Retardation, 1977.

In this second of a series of books concerning the habilitation of the severely and profoundly retarded, Bellamy, Horner, and Inman have extended the research reported in Volume I. Contents include issues in habilitation (review of habilitation techniques, analysis of vocational training, the issue of informed consent), evaluation of habilitation procedures (maintenance of upright walking posture, production management with the retarded, and teaching saw chain assembly), and related research (teaching tool use skills and long term retention of vocational skill training).

1828 Bellamy, G., Inman, D., & Schwarz, R., Vocational training and production supervision: A review of habilitation techniques for the severely and profoundly retarded. In G. Bellamy, R. Horner, & D. Inman (Eds.), Habilitation of severely and profoundly retarded adults: Volume II. Eugene, Oregon: University of Oregon, Center on Human Development, Rehabilitation Research and Training Center in Mental Retardation, 1977, 3-21.

In this discussion of the vocational habilitation of the severely and profoundly retarded, retardation is viewed as a problem of behavioral deficits which can be remediated through adequate environmental planning rather than as an irreversible condition arising from impaired intellectual functioning. Results of research on techniques for vocational training and techniques for supervision production are reviewed.

1829 Horner, R., & Bellamy, G., A conceptual analysis of vocational training with the severely retarded. In G. Bellamy, R. Horner, & D. Inman (Eds.), Habilitation of severely and profoundly retarded adults: Volume II. Eugene, Oregon: University of Oregon, Center on Human Development, Rehabilitation Research and Training Center in Mental Retardation, 1977, 23-42.

Emphasizes that careful consideration must be given to programming and training procedures in the vocational training of the mentally retarded. The purpose of this chapter is to explore the relevance of teaching the "general case" which is defined as "after instruction on some tasks in a particular class, any task in that class can be performed correctly."

1830 Horner, R., Accountability in habilitation of the severely retarded: The issue of informed consent. In G. Bellamy, R. Horner, & D. Inman (Eds.), Habilitation of severely and profoundly retarded adults: Volume II. Eugene, Oregon: University of Oregon, Center on Human Development, Rehabilitation Research and Training Center in Mental Retardation, 1977, 43-54.

Normalization and deinstitutionalization trends indicate that retarded adults are going to be returning to or staying in their local communities. The current emphasis on accountability suggests that the educational, recreational and vocational programs designed to meet the needs of retarded adults must comply with legal, social and ethical requirements. One such requirement is informed consent. A legal analysis of informed consent is presented, and implications of this analysis for retarded adults in community settings are outlined.

1831 Bellamy, G., & Irvin, L., Habilitation of the severely and profoundly retarded: An applied research perspective. In G. Bellamy, R. Horner, & D. Inman (Eds.), Habilitation of severely and profoundly retarded adults: Volume II. Eugene, Oregon: University of Oregon, Center on Human Development, Rehabilitation Research and Training Center in Mental Retardation, 1977, 55-66.

The applied research program described here is designed to examine the sources of variability in vocational habilitation outcomes with severely and profoundly retarded adults. The research is a direct result of the problems and issues encountered in the Specialized Training Program, a model community program for these adults. The purpose of the research is to identify efficient habilitation techniques for use in community programs.

1832 Horner, R., Stimulus control, transfer and maintenance of upright walking posture with a severely retarded adult. In G. Bellamy, R. Horner, & D. Inman (Eds.), Habilitation of severely and profoundly retarded adults: Volume II. Eugene, Oregon: University of Oregon, Center on Human Development, Rehabilitation Research and Training Center in Mental Retardation, 1977, 69-80.

The present study describes a method of obtaining stimulus control of upright walking posture with one severely retarded adult, and examines the effects varying antecedent and consequent variables in a transfer setting. Results indicate that improved posture in the transfer setting was functionally related to manipulation of training setting variables. Maintenance of posture gains in the transfer setting was excellent across a six-month follow-up phase.

1833 Bellamy, G., Inman, D., & Yeates, J., Workshop supervision: Evaluation of a procedure for production management with the severely retarded. In G. Bellamy, R. Horner, & D. Inman (Eds.), Habilitation of severely and profoundly retarded adults: Volume II. Eugene, Oregon: University of Oregon, Center on Human Development, Rehabilitation Research and Training Center in Mental Retardation, 1977, 81-89.

Work rates of three severely retarded adults assembling a cable harness were studied over an 18-month period. Supervision contingencies involving differential reinforcement of higher production rates resulted in increases in production rate and decreases in variability in comparison with ongoing supervision procedures that involved partial immediate payment (token reinforcement) for work, contingent supervisor contact for task appropriate work behavior and immediate quality control. The degree of improvement of two of the three subjects was considered ecologically significant on the basis of productivity levels reached and maintenance of those levels.

1834 O'Neill, C., & Bellamy, G., Evaluation of a procedure for teaching saw chain assembly to a severely retarded woman. In G. Bellamy, R. Horner, & D. Inman (Eds.), Habilitation of severely and profoundly retarded adults: Volume II. Eugene, Oregon: University of Oregon, Center on Human Development, Rehabilitation Research and Training Center in Mental Retardation, 1977, 91-99.

The purpose of this research was to determine whether a functional relationship existed between specific training procedures and task acquisition. A severely retarded woman learned to assemble saw chain when teaching procedures involving differential reinforcement, modeling, and physical priming were used. The use of a multiple baseline design across task segments allowed for the interpretation that the procedures were functionally related to the trainee's gains. The results support previous illustrations of the potential vocational competence of severely retarded persons and imply that applied researchers should now focus on reducing the discrepancy between research results and existing service programs.

1835 Horner, R., et al., Considerations in dealing with low production rates of severely retarded workers. In G. Bellamy, R. Horner, & D. Inman (Eds.), Habilitation of severely and profoundly retarded adults: Volume II. Eugene, Oregon: University of Oregon, Center on Human Development, Rehabilitation Research and Training Center in Mental Retardation, 1977, 101-118.

The present paper presents four studies from workshops affiliated with the Specialized Training Program, a contract workshop at the University of Oregon which employs severely and profoundly retarded workers. Each study describes a programmatic option taken with a worker who (a) had undergone intensive one-to-one training on a complex task prior to entering production, (b) had demonstrated the ability to perform at a reasonably high rate, yet (c) was maintaining a low work rate in a structured production setting. The production settings in the studies were all highly contingent environments in which staff contact, tokens and/or edibles were delivered only when a worker performed appropriately (cf. Bellamy, Inman & Horner, in press; Bellamy, Inman & Yeates, Note 2). The four studies describe effects of (a) differential reinforcement, (b) retraining, (c) self-delivery of reward, and (d) psychoactive drugs on the production rate of severely retarded workers.

1836 Rose, H., Effectiveness and generalization of overcorrection procedures with stereotyped behavior of a severely retarded adult. In G. Bellamy, R. Horner, & D. Inman (Eds.), Habilitation of severely and profoundly retarded adults: Volume II. Eugene, Oregon: University of Oregon, Center on Human Development, Rehabilitation Research and Training Center in Mental Retardation, 1977, 119-124.

A 38-year-old severely retarded woman who exhibited high rates of self-stimulation behaviors was exposed to an overcorrection procedure during the morning break in a sheltered workshop. Rates of self-stimulation behaviors were monitored during these breaks and in three other settings. The treatment, implemented in ABAB design, appeared functionally related to significant reduction in the behavior in the treatment setting.

1837 Bellamy, G., Oliver, P., & Oliver, D., "Operations" in vocational training for the severely retarded. In G. Bellamy, R. Horner, & D. Inman (Eds.), Habilitation of severely and profoundly retarded adults: Volume II. Eugene, Oregon: University of Oregon, Center on Human Development, Rehabilitation Research and Training Center in Mental Retardation, 1977, 127-135.

Severely retarded adults have repeatedly demonstrated their ability to learn difficult vocational skills. Yet, in many sheltered workshops the rapidly changing work and consequent need for frequent retraining may prevent their participation unless training can become more efficient on successive tasks. A possible approach to increasing training efficiency is described which focuses on teaching workers to respond correctly to cues frequently used in vocational training, such as modeling or priming the response, or providing match-to-sample cues.

1838 Prill, N., Evaluation of a procedure for teaching generalized tool use skills to a severely retarded person. In G. Bellamy, R. Horner, & D. Inman (Eds.), Habilitation of severely and profoundly retarded adults: Volume II. Eugene, Oregon: University of Oregon, Center on Human Development, Rehabilitation Research and Training Center in Mental Retardation, 1977, 143-151.

The purpose of this study was to investigate the utility of a programming approach in prevocational training. A generalized tool use skill, use of a socket wrench set for benchwork disassembly, was programmed through the selection of training tasks that sampled a defined range of stimulus and response variation.

1839 Irvin, L., & Bellamy, G., Long-term retention of vocational skill training by severely retarded individuals. In G. Bellamy, R. Horner, & D. Inman (Eds.), Habilitation of severely and profoundly retarded adults: Volume II. Eugene, Oregon: University of Oregon, Center on Human Development, Rehabilitation Research and Training Center in Mental Retardation, 1977, 153-158.

The research described here was designed to investigate the effects of stimulus features manipulation training strategies, like those employed by Gold (1972, 1974) and Irvin and Bellamy (1977), on severely retarded individuals' long-term retention/relearning of vocational skills. The current research investigated two questions that arise from the results of these two studies: (a) do different stimulus manipulation training strategies produce differential skill retention/relearning effects; and (b) is retention/relearning efficient when all redundant training cues are removed from the relevant stimulus dimension(s) of the criterion task during the maintenance probe?

1841 Parnicky, J., & Agin, D., Pathways toward independence. Columbus, Ohio: Nisonger Center, Ohio State University, 1975.

A manual which presents a program for establishing and maintaining normative skills and habits in moderately retarded adults. The manual includes an introduction to the training program and information sections on vocational skills training, daily living skills training, and social adjustment skills training. Also included are curriculum outlines for the various skills taught under each section. Each curriculum outline presents a series of target behaviors with the steps to be learned in the performance of each behavior, or objectives with a narrative procedure section. Sample forms are included for recording and analyzing client progress.

1842 Schalock, R., Competitive employment screening test. Hastings, Nebraska: Mid-Nebraska Mental Retardation Services, 1976.

Presents a developmentally sequenced list of target behaviors for evaluation. Procedures for evaluating each target behavior and the pass criterion are also given. Areas covered include: job related skills, responsibility towards work, work performance, behavior in the job situation, and personal appearance. Companion volume to the Competitive Employment Teaching Manual (CETM).

1843 Schalock, R., Competitive employment teaching manual. Hastings, Nebraska: Mid-Nebraska Mental Retardation Services, 1976.

Companion volume to Competitive Employment Screening Test (CEST). Presents the same developmentally sequenced list of target behaviors as presented in the CEST with specific objectives, suggested remediation techniques and materials needed for each procedure. Areas include job related skills, responsibility towards work, work performance, behavior in the job situation, and personal appearance.

1846 Schalock, R., Ross, B., & Ross, I., Basic skills screening test. Hastings, Nebraska: Mid-Nebraska Mental Retardation Services, 1976.

Presents a developmentally sequenced list of target behaviors for evaluation. Procedures for evaluating each target behavior and pass criterion are also given. Areas covered include: sensory-motor functioning, visual processing, auditory processing, language, reading, writing, arithmetic, social-emotional development and behavior, and work skills. Companion volume to the Basic Skills Remediation Manual (BSRM) below.

1847 Schalock, R., Ross, B., & Ross, I., Basic skills remediation manual. Hastings, Nebraska: Mid-Nebraska Mental Retardation Services, 1976.

Companion volume to Basic Skills Screening Test (BSST). Presents the same developmentally sequenced list of target behaviors as presented in the BSST with specific objectives, suggested remediation techniques, and materials needed for each procedure.

1860 Flexer, R., et al., Relationships of I.Q. to experiences and adjustment in work-study programs for handicapped youth. Unpublished manuscript, Texas Tech University, n.d.

In order to explore the relationships between IQ, services received during, and functioning just prior to graduation from work-study programs for handicapped youth, questionnaire, test, and rating data pertaining to 177 students in 68 work-study units in Texas were collected. In general, the lower the IQ, the more the student received by way of special services and the less adequately he or she performed on measures of personal-social and vocational adjustment. Students in the borderline range of intelligence were provided with program experiences much like those offered to persons in the mild mental retardation range, and closed out their programs in similar kinds of low-paying job placements, but also surpassed the mentally retarded and occasionally resembled students in the low normal IQ range on certain other measures of adjustment. Implications for rehabilitation's involvement with persons in the borderline range of intelligence are discussed.

1862 Flexer, R., Newbery, J., & Martin, A., Use of goal setting procedures in prevocational training of the severely retarded. Unpublished manuscript, Texas Tech University, n.d.

The present study is an exploratory attempt to train the severely retarded to internalize a "work ethic"--that is, to view work as a means to an end. Client-selected goals (purchase of desired items) were used to give clients some end toward which to work. Feedback was given at the end of each work day to indicate movement toward the goal. This process was repeated over several months to determine whether productivity level could be maintained over a long time span.

1863 Sigelman, C., et al., Performance of the mentally retarded in interviews: Responsiveness to questions. Unpublished manuscript, Texas Tech University, 1978.

A study of the feasibility of interviewing the mentally retarded in answer to the following questions: (1) To what extent can the mentally retarded respond to interview questions? (2) To what extent are their answers reliable in the sense that they are consistent over time? (3) To what extent are answers reliable in the sense that answers to alternative forms of the same question are consistent? (4) To what extent are answers provided by consumers valid in the sense that they correspond to factual information and information provided by significant others? (5) Which question formats optimize responsiveness, reliability, and validity? (6) To what extent is interview performance a function of IQ, and at what mental age does an interview approach become impractical?

1864 Magee, J., A preliminary report on social skill training in mildly retarded adolescents. Unpublished manuscript, Texas Tech University, 1974.

The present investigation is concerned with the acquisition and performance of social skills by the mildly retarded. Successful interpersonal interactions and the use of acceptable social amenities are an integral part of cognitive development which research suggests is very often lacking in the behavioral repertoire of the retarded. The crucial aspect of this problem is the significant role that social behavior plays in vocational success. It is to this specific area--social skills in job performance--that this research is addressed.

1865 McLaurin, J., & Laenger, C., Employability restoration engineering program for severely handicapped. San Antonio, Texas: Southwest Research Institute, 1977.

This was a one year demonstration of the application of rehabilitation engineering skills to enhance the employability of the severely disabled. Twelve clients referred by the Texas Rehabilitation Commission and the State Commission for the Blind were evaluated by the bioengineering department of the Southwest Research Institute for the feasibility of creating assistive devices and aids that would enable them to perform jobs for which there was a market. They were put through a program of stages of work training and evaluation which culminated in eventual job placement by the referring agencies. The report included a technical appendix which described the devices and measurements, specifications and costs. There were also recommendations for additional demonstrations to further test and refine the results. (NTIS No. PB282292)

1866 Perlman, L., Job placement study. Washington, D.C.: National Industries for the Severely Handicapped, 1978.

The National Industries for the Severely Handicapped (NISH) recently concluded an in-depth study of factors affecting the job placement rates of sheltered workshops. The study which took place in 1977-1978 includes findings from survey data from 82 sheltered workshops participating in the Javits-Wagner-O'Day program. Under this program, NISH represents sheltered workshops employing primarily severely handicapped persons in acquiring and implementing contracts with federal procuring agencies. The goal of the research was to isolate "critical factors" which tend to enhance the potential for competitive job placement of the severely handicapped. Since improved job placement for clients is a basic objective of NISH, it was appropriate to discern what the workshops with better placement rates were doing differently from those with poorer rates. Some of the more significant trends indicated that workshops with better placement rates (12.50% or higher) had at least one full-time person on staff; the executive director had primarily a social service/rehabilitation background; the majority of the Board of Directors represented the business/industrial community; work flow was more stable; job placement plans for "work-ready clients" were reviewed every one or two months; more referrals from state vocational rehabilitation agencies, etc.

1867 Walls, R., Zane, T., & Werner, T., Vocational behavior checklist. Morgantown, West Virginia: West Virginia University, Research and Training Center, 1978.

The Vocational Behavior Checklist (VBC) is an evaluation device for assessment of client work skills, training needs, and effectiveness of training itself. It includes 339 relevant specific vocational skills identified within classes, sequences and organized for use in an individual's development and acquisition of vocational skills. The instrument uses criterion reference rather than norm reference to assess a client's vocational progress. In criterion reference, skills are listed in specific terms so that it can be determined whether or not an individual client has mastered these skills. The skill objectives of the VBC are divided into the following seven classes: (1) Prevocational skills, (2) Job seeking skills, (3) Interview skills, (4) Job-related skills, (5) Work performance skills, (6) On-the-job social skills, and (7) Union/financial/security skills. A skill summary chart set allows the recording of client behaviors in initial assessment as well as in training as it progresses. A skill objective profile sheet shows overall status of strengths and weaknesses by plotting information derived from the skill summary charts.

1868 Romaine, J., A salary and benefit survey of staff personnel in Wisconsin facilities. Menomonie, Wisconsin: University of Wisconsin-Stout, School of Education, Stout Vocational Rehabilitation Institute, 1978.

The purpose of this study was to obtain current comprehensive salary, benefit, education, and experience information on staff personnel working in vocational rehabilitation facilities in the State of Wisconsin. To compile this information, a seven page questionnaire was mailed to 58 facilities in the State of Wisconsin. Forty-two responses were received for an effective response rate of 72%. Data on entry salary, present salary, education, experience, and years of work in the unit for each of 20 different facility positions (both professional and nonprofessional) are summarized.

1869 Winefordner, D., Worker trait group guide. Bloomington, Illinois: McKnight Publishing Company, 1978.

This book was developed as part of the Appalachia Education Laboratory's Career Decision Making Program and is intended to act as a "second volume" to the fourth edition of the Dictionary of Occupational Titles. The book organizes D.O.T. jobs into areas which are related to the general work interests of people including artistic, scientific, nature, authority, mechanical, industrial, business, persuasive, accommodating, humanitarian, social/business, and physical performing. These major areas are subdivided into 66 worker trait groups which represent clusters of occupations requiring similar worker characteristics. Each worker trait group section presents descriptive information about the work performed in that group, a list of worker qualifications, and a list of occupations in that group. The worker qualifications sections include information on work activities, work situations, worker functions, physical demands, working conditions, aptitudes, general education development, and preparation and training. The D.O.T. code is given for each job listed. The document can help clients move from areas of general interest to specific occupations listed in the fourth edition of the D.O.T.

1870 Fry, R., Occupational information in vocational evaluation. Menomonie, Wisconsin: University of Wisconsin-Stout, Stout Vocational Rehabilitation Institute, Materials Development Center, 1978.

There has been a growing awareness and concern within the field of vocational evaluation, particularly within the last five years, that a need exists for incorporating more and better occupational facts and information into the vocational evaluation process. The goal of this publication is to encourage vocational evaluation professionals to think about the importance of providing clients with occupational facts and information, and to provide some direction for obtaining and using that information. Specific objectives are to (1) define the term occupational information and differentiate it from other closely related terms; (2) discuss the importance of using occupational information in the vocational evaluation process; (3) suggest some ways of using occupational information in vocational evaluation; (4) suggest some ways for classifying the information for the most convenient client and professional use; (5) provide information on how to find out and keep up-to-date on what occupational information media exists; (6) list some suggested initial materials for purchase for a starter occupational information resource area, and finally, (7) suggest some ways to determine what occupational information should be ordered to meet the needs of the particular facility and clientele.

1871 Kensley, K., A comparison study of teacher certified and non-certified evaluators functioning in vocational schools. Menomonie, Wisconsin: University of Wisconsin-Stout, School of Education, Stout Vocational Rehabilitation Institute, 1977.

The purpose of this research is to determine if there is a difference in job functions between vocational evaluators who are certified teachers and those who are not certified but are currently functioning as evaluators in vocational schools.

1872 Kazdin, A., The token economy. New York: Plenum Press, 1977.

The purpose of this book is to review, elaborate, and critically evaluate current research and theory about the token economy. Features of the token system are examined such as the variables that contribute to its efficacy, its accomplishments, limitations, and potential weaknesses. The book encompasses programs in diverse treatment, rehabilitation, and educational settings across a wide range of populations including psychiatric patients, mentally retarded, delinquents, prisoners, drug addicts and alcoholics, and individuals in classroom settings. Chapter topics include principles of operant conditioning, program options and variations, reviews of token economies, major issues and obstacles in ensuring effective programs, generalization of behavior change, and critical evaluation of the token economy. Finally, the author reviews recent legal decisions affecting the design and implementation of token economies.

1873 Weinstein, E., Bibliography of current career information. Washington, D.C.: American Personnel and Guidance Association, National Vocational Guidance Association, 1978.

This bibliography contains a compilation of titles of career information literature, films, and filmstrips that have been reviewed and evaluated according to standards established by the National Vocational Guidance Association. This edition contains over 2,500 items in career literature and 82 items in the career films section. The material cited was produced in the period from 1973 through 1977. All entries are organized and listed according to specific occupations. Abstracts are included with the audiovisual material along with a publisher-distributor index.

1874 Patterson, R. (Ed.), Maintaining effective token economies. Springfield, Illinois: Charles C. Thomas, 1976.

The editor has selected seven difficult question areas relating to token economies as follows: how should line staff be selected to work in a token economy; how should staff be trained; how is frequent and appropriate staff reinforcement best accomplished; how does one design data and program information systems so as to allow for sufficiently frequent and rapid revisions; what are some ways to communicate treatment information to all staff who interact with the patient; what methods allow for the collection of diversified but reliable data; and how should token economy programs be designed so as to provide for individualized treatment programs.

1875 Fry, R. (Ed.), Suggested publications for developing an agency library on work evaluation and work adjustment (sixth edition). Menomonie, Wisconsin: University of Wisconsin-Stout, Stout Vocational Rehabilitation Institute, Materials Development Center, 1978.

The purpose of this publication is to provide a select list of documents to choose from to establish an agency or personal starter library on the subjects of work evaluation and work adjustment. This sixth revision of "Suggested Publications" lists 54 titles with annotations and ordering information for documents available from MDC and other sources.

1876 Madison Opportunity Center, Job descriptions. Madison, Wisconsin: Author, 1967.

Describes the variety of subcontract job tasks, job skill training, and on the job training available at the Madison Opportunity Center, Madison, Wisconsin.

1877 Korn, T., et al., A self-study manual for the Dictionary of Occupational Titles, 3rd edition. Menomonie, Wisconsin: University of Wisconsin-Stout, Stout Vocational Rehabilitation Institute, Research and Training Center, 1976.

This publication is the second self-study package used in the training program Occupational Information in Rehabilitation Services I. This self-study manual provides the skills required for day-to-day use of the DOT with clients having vocational problems. A complete Dictionary of Occupational Titles (3rd Edition) and a Handbook for Analyzing Jobs (1972) is necessary in order to complete this manual.

1878 Dunn, D., & Kruel, D., Point sampling: A quantitative approach to observation in rehabilitation facilities. Menomonie, Wisconsin: University of Wisconsin-Stout, Stout Vocational Rehabilitation Institute, Research and Training Center, 1976.

This manual provides step by step instructions for developing and norming a behavior observation system. Two technical supplements are included. The first provides statistical computation routines for a simple pocket calculator. The second is a sample behavior observation manual.

1879 Cook, C., ...by a thread: An alternative program for the moderately and severely mentally retarded. Philadelphia, Pennsylvania: Philadelphia Association for Retarded Citizens Developmental Center, 1977.

The sewing program was initiated with the objective of helping lower functioning women develop as total persons. Sewing was to be the means for achieving this main objective; the acquisition of sewing skills was only a secondary objective. Detailed lesson plans include hand sewing skills, craft skills and sewing machine skills.

1880 Anderson, F., & Culpepper, K., Work therapy for the severely retarded. Gracewood, Georgia: Gracewood State School and Hospital, 1974.

The purpose of this manual is to provide information on how to develop and carry out a work therapy program for adult severely multi-handicapped people, primarily those who are institutionalized. Some sections include development of a plan, physical space, staffing the program and staff training, evaluating as an essential to the program, directions for some projects, and advanced work therapy.

1881 Maryland State Department of Education, Vocational evaluation in Maryland Public Schools. A model guide for student assessment. Baltimore, Maryland: Division of Vocational Technical Education, 1977.

The purpose of this model is to serve as a resource for communicating purposes, philosophy, and outcomes of the vocational evaluation process to professionals in the public schools and to the general public. It also provides information regarding the various concepts of the vocational evaluation process useful in facilitating the establishment of vocational evaluation programs. Sections include basis and development of the model, referrals, standards and evaluative criteria, components of vocational evaluation staff (roles and functions), process and output.

1882 Clearinghouse on the Handicapped, Independent living for handicapped individuals: Sources of information. Washington, D.C.: Office for Handicapped Individuals, Department of Health, Education, and Welfare, 1978.

Agencies and institutions in the various states are listed which provide independent living services and which may be able to provide information in this area.

1883 Yost, A., Schroeder, S., & Rainey, C., Home economics rehabilitation: A selected, annotated bibliography. Columbia, Missouri: University of Missouri, 1977.

Written primarily for professionals in the field of home economics who deal with the handicapped, this bibliography contains selected abstracts on the physically handicapped, hearing impaired, visually impaired, food and nutrition, clothing and grooming, child and family relations, home and site accessibility, and home management, equipment and aids. Much of this material is related to independent living and social and personal adjustment.

1888 Westaway, A., & Apolloni, T. (Eds.), SCOR curriculum: Volume I. Independent living skills assessment system. Petaluma, California: Copy Shop/Casa Grande Center, 1977.

An assessment system designed for use in recording, planning, and reporting client progress. The system provides objectives, needed materials, and performance criteria for assessing over 900 target skills both prior to and during the instructional process. Instructions and sample forms are also included for implementation of the system. Areas covered include: personal management, social development, household management, academics, leisure time, job readiness, and work skills. Companion volume to SCOR Curriculum: Volume II.

1889 Westaway, A. (Ed.), SCOR curriculum: Volume II. Independent living skills program system. Petaluma, California: Copy Shop/Casa Grande Center, 1977.

Companion volume to SCOR Curriculum: Volume I. Provides objectives, needed materials, and suggestions for instructional activities for each of the over 900 target skills assessed in Volume I.

1909 Vash, C., Emerging issues in rehabilitation - sheltered industrial employment. Washington, D.C.: Institute for Research Utilization, 1977.

This paper provided a state-of-the-art review of sheltered employment of the disabled in the U.S. and abroad with emphasis on programs in which the disabled were semi-integrated or fully integrated into mainstream industry. Includes an annotated bibliography of 53 items. (NTIS No. PB282692)

1910 Dickson, M., Summer work experience program for young blind people. Journal of Visual Impairment and Blindness, 1978 (April), 147-150.

A CETA funded program of prevocational summer work experience for young blind adults was established to teach job seeking skills, to develop decision making processes, and to explore interests and capabilities for potential future employment. Opportunities were provided for independent living, money management, and improvement of mobility skills.

1911 Parker, B., & Buchkoski, D., Vocational exploration curriculum. St. Paul, Minnesota: St. Paul Technical Vocational Institute, Program for Deaf Students, 1978.

Describes the vocational exploration and evaluation laboratory which provides hearing impaired students with the opportunity to obtain information about vocational and technical training areas offered at the St. Paul Technical Vocational Institute and other area vocational technical institutes in the Minneapolis/St. Paul area. Description of the following exploration/evaluation areas is included: business and office occupations, health occupations, communications and media occupations, construction occupations, transportation and mechanical occupations, technical and manufacturing occupations, and personal service occupations.

1912 Sankovsky, R., Japp, L., & Klein, S., How to develop a client orientation program at a rehabilitation facility. Institute, West Virginia: Research and Training Center, 1975.

The purpose of this publication is to serve as a guideline for developing a client orientation program at a rehabilitation facility. Discussion includes who should conduct an orientation program, when should the program be conducted, how long the program should last, components of a program, and developing a handbook.

1913 Munger, S., Seiler, E., & Altman, J., Job counseling and placement for the use of basic skills (Volume 1: Techniques). Allison Park, Pennsylvania: Synectics Corporation, 1977.

Two volumes make up this handbook. Volume 1 (above) suggests courses of action that are effective in counseling and placing persons of limited cognitive skill. Volume 2 summarizes requirements information for more than 8,000 occupations selected from the Third Edition of the Dictionary of Occupational Titles. Each of these occupations was judged by analysts to require not more than an eighth grade level of educational development. The purpose of the handbook is to expand the range of jobs available to persons having only basic cognitive skills. Volume 1 includes sections on determining client capabilities, enhancing client capabilities through training, identifying job opportunities, developing job opportunities, and matching client and job opportunities.

1914 Munger, S., Seiler, E., & Altman, J., Job counseling and placement for the use of basic skills (Volume II: Jobs). Allison Park, Pennsylvania: Synectics Corporation, 1977.

Two volumes make up this handbook. Volume I suggests courses of action that are effective in counseling and placing persons of limited cognitive skill. Volume II (above) summarizes requirements information for more than 8,000 occupations selected from the Third Edition of the Dictionary of Occupational Titles. Each of these occupations was judged by analysts to require not more than an eighth grade level of educational development.

1931 Powers, J., Holm, K., & Kreps, A., Community living skills guide - job orientation. Denver, Colorado: Metropolitan State College, The College for Living, n.d.

A curriculum guide designed for mentally retarded individuals who are ready for employment, already employed, and/or highly motivated in learning about obtaining and retaining a job. Goals and objectives are presented for instruction in the following areas: exploration, development of employment opportunity skills, applying for employment, handicapping conditions, personal hygiene and grooming, interviewing techniques, separating from present situation and adjusting to new employment, and job retention.

1932 Halpern, A., Testing social and prevocational awareness of retarded adolescents and adults. Eugene, Oregon: University of Oregon, Rehabilitation Research and Training Center in Mental Retardation, 1976.

This paper reviewed the development of the Social and Prevocational Information Battery (SPIB) and SPIB-1 undertaken by the Rehabilitation Research and Training Center in Mental Retardation at the University of Oregon 1973-75. The SPIB was designed to measure knowledge of the mildly retarded in the areas of banking, budgeting, purchasing, job search skills, job related behavior, home management, health care, hygiene and grooming and functional signs. The SPIB-1 was a modification of the original battery for use with the moderately retarded. Topics reviewed included SPIB format, reliability and validity tests, level of difficulty and guessing behavior. (NTIS No. PB282334)

1934 Schworles, T., & McCauley, R., Employment opportunities for the spinal cord injured person: Preparing yourself to go to work. Chicago, Illinois: The National Paraplegia Foundation, 1977.

This publication is designed as a guide to employment for spinal cord injured persons. Includes a review of legislation and vocational rehabilitation agency policy, how to apply for a job, being evaluated, interviewed, and occupations open to a wheelchair bound person.

1935 Johnson, D., Project Explore: A vocational assessment model. Unpublished paper, St. Paul, Minnesota, 1978.

Describes Project Explore, a six week half day program which provides special needs students with a variety of career exploration and vocational assessment experiences.

1936 Dunn, D., Work samples as predictors of vocational success. Paper presented at Systems of Vocational Evaluation, a rehabilitation forum sponsored by Rehabilitation Services Education, Auburn University, Auburn, Alabama, July 1977.

Traces the history of the predictive approach and reviews studies on the validity and reliability of prediction. Discusses (1) current evidence that the contribution of personal traits is relatively minor compared to the contribution made by situations and person-situation interactions, (2) work sample scores are easily changed by making slight manipulations of evaluator behaviors and practices, (3) that it is necessary to go outside the field of vocational evaluation and into other fields to explain findings, and (4) dubious practices which lead to multiple changes and thus lack of standardization in commercial systems.

1937 Johnson, D., The occupational awareness laboratory: A program development guide for educators of special needs youth in Minnesota. Unpublished Masters paper, Mankato State University, 1977.

This guide is intended to serve as a process model to establish occupational awareness laboratories in career resource centers and programs in local school districts.

1938 Korn, T., A pre-program self study guide for the training program: Occupational information in rehabilitation services I. Menomonie, Wisconsin: University of Wisconsin-Stout, Stout Vocational Rehabilitation Institute, Research and Training Center, 1976.

Intended for use as a pre-program self study guide for the University of Wisconsin-Stout Research and Training Center short-term training program entitled Occupational Information in Rehabilitation Services I. This document has three goals: (1) to describe some reasons why the Dictionary of Occupational Titles (DOT) is useful to rehabilitation workers, (2) the organization and content of the DOT is briefly explored, and (3) terms and concepts used in the DOT and job analysis are defined.

1939 Center for the Family American Home Economics Association, Rehabilitation for independent living - a selected bibliography 1978. Washington, D.C.: Women's Committee, President's Committee on Employment of the Handicapped, 1978.

This bibliography lists 141 publications, motion pictures, filmstrips, and slide series on topics related to independent living. Subject sections include the child with a physical handicap, clothing, home management and devices for independent living, cookbooks, personal aspects of individuals with handicaps and transportation, communication, and architectural barriers. Cost of materials, addresses of publishers and distributors, plus a brief annotation is included with each entry.

1940 Backman, M., The administrator's role in work evaluation. Paper presented at meeting of Association of Rehabilitation Facilities, Kansas City, 1978.

Discusses the role of the facility administrator in (1) the choice of a commercial evaluation system and (2) considerations for integration into the facility's operation.

1941 Nirtaut, D., LaVan, H., & Carley, C., Assessment centers: An examination of the process, participant reaction, and adverse effects. Chicago, Illinois: De Paul University, n.d.

The authors examined the current status of assessment centers, a method used primarily by business organizations for measuring peoples' work related strengths and weaknesses when they are candidates for promotion within their organizations.

1942 Hansen, G., Effects of the use of different types of norms on occupational decisions made by vocational evaluators. Menomonie, Wisconsin: University of Wisconsin-Stout, Stout Vocational Rehabilitation Institute, Research and Training Center, 1978.

Discusses the results of a research project, the purpose of which was to determine how three types of norms (client, general population, competitive) effect the evaluator's clinical judgment and decision with respect to a specific occupation.

1943 Bolles, R., A holistic view of specific handicaps. Newsletter About Life/Work Planning. November-December, 1978, 3-5.

A chart which presents in column one, the handicap; in column two, the rehabilitation compensations external to the handicap; column three, the strengths developed internally by the handicapped; column four, samples of some environments where the handicap may be a strength.

1944 Bolles, R., Job search problems. Newsletter About Life/Work Planning, November-December, 1978, 6-7.

A chart which lists the job search problem strategy for solving the problem and the reference where more information can be found on the strategy.

1945 Dunn, D., Rehabilitation counseling curriculum change from the viewpoint of vocational evaluation. In S. Grand (Ed.), Severe disability and rehabilitation counselor training. Washington, D.C.: National Council on Rehabilitation Education, n.d.

Discusses the emergence of vocational evaluation and its implications for the training of rehabilitation counselors and identifies some specific areas of concern for curriculum change.

1946 Fourth Institute on Rehabilitation Issues, The rehabilitation of the severely handicapped homebound. Hot Springs, Arkansas: University of Arkansas, Arkansas Rehabilitation Research and Training Center, 1977.

The intent of the material is to present relevant issues concerning services to homebound clientele, to provide information for implementing programs for the homebound, and to identify barriers to providing services. Some sections include the service delivery system for the severely handicapped homebound, program development, types of jobs for the homebound, assistance from the small business administration, the job placement process for the homebound, and job task modifications and re-engineering.

1947 U.S. Department of Labor, Employment and Training Administration, Dictionary of Occupational Titles (Fourth Edition, 1977). Washington, D.C.: Author, 1977.

Provides background information on the Dictionary of Occupational Titles from the 1930's to the present 4th edition. Describes the new 4th edition and compares its format with the 3rd edition, published in 1965.

1948 Fourth Institute on Rehabilitation Issues, Rehabilitation facilities: A resource in the vocational rehabilitation of the severely handicapped. Menomonie, Wisconsin: University of Wisconsin-Stout, Stout Vocational Rehabilitation Institute, Research and Training Center, 1977.

The study group of this institute developed the document around three major elements: (1) the vocational needs of the severely handicapped, (2) the service programs of facilities to meet those needs, and (3) the factors in the internal and external environments of facilities which influence their service programs. Problematic issues responding to the above are then covered in the following subjects: Identification of vocational development needs, vocational evaluation programs, work adjustment programs, employment/activity programs, vocational placement, community organization, staffing and training, funding client disincentives to facility program participation, and administrative leadership.

1949 Dial, J., McCarron, L., & Henke, R., A review of the McCarron-Dial Evaluation System; Evaluation of the neuropsychologically disabled: A systematic approach. Dallas, Texas: University of Texas, Health Science Center, n.d.

Describes the McCarron-Dial System and provides case examples of its use and subsequent recommendations.

1950 Schalock, R., & Karan, O., Relevant assessment: The interaction between evaluation and training. Paper presented at the Timberline Conference on Vocational Habilitation of the Severely Handicapped, Portland, Oregon, 1978.

The edumetric approach to assessment is described, the essence of which is that instead of finding work to match the abilities of those who can be productive, the emphasis is placed on finding ways to train severely handicapped persons in methods they can use to perform available work.

1951 McCarron, L., et al., A neuromuscular endurance profile and vocational behaviors. Denton, Texas: North Texas State University, Center for Rehabilitation Studies, n.d.

Describes a procedure for measuring neuromuscular endurance and rate of learning and discusses its application for work evaluation and neuropsychological assessment. Components of the Valpar Work Samples and the McCarron-Dial Work Evaluation System were used in the study.

1953 Cunningham, T., & Presnall, D., Relationship between dimensions of adaptive behavior and sheltered workshop productivity. American Journal of Mental Deficiency, 1978, 82(4), 386-393.

A factor analysis was performed on the 24 domains of the AAMD Adaptive Behavior Scale using a sample of 217 adult retarded workshop clients. Of the seven dimensions found to describe adaptive behavior, Personal Independence, Social Maladaptation, and Personal Maladaptation accounted for the majority of variance in the factor matrix. Scores on each of the seven factors were obtained for all clients and used to predict productivity in a workshop setting as defined by average hourly salary for the time period in which the scale was administered. It was concluded that adaptive behavior is a multidimensional variable, significantly affecting productivity in sheltered workshop settings.

1954 Sitlington, P., & Wimmer, D., Vocational assessment techniques for the handicapped adolescent. Career Development for Exceptional Individuals, 1978, 1(2), 74-87.

In this article, each of the available assessment techniques is presented, its strengths and weaknesses discussed, and the types of information that can be gained through its use identified. Techniques discussed include job analysis, paper and pencil tests, commercially developed assessment systems, self-developed work samples, behavior analysis techniques, and situational assessment. The article is pointed primarily toward special education teachers who may not be familiar with the above techniques.

1955 Granat, J., Assertiveness training and the mentally retarded. Rehabilitation Counseling Bulletin, 1978, 22(2), 100-107.

This article reviews some of the basic principles of assertiveness training and explains the application of this treatment to the habilitation of mentally retarded adults.

1956 Wehman, P., & Bates, P., Education curriculum for severely and profoundly handicapped persons. Rehabilitation Literature, 1978, 39(1), 2-14.

The purpose of this paper is to review research that will facilitate the development of educational programs for severely and profoundly handicapped persons. Component areas include motor development, self-help, communication, social vocation, and academic skill training. An extensive list of references and a bibliography is included.

1957 Dawis, R., & Lofquist, L., A note on the dynamics of work adjustment. Journal of Vocational Behavior, 1978, 12(1), 76-79.

The process of work adjustment as derived from the Theory of Work Adjustment, is presented in a system-type model. The model integrates the original propositions of the theory with the more recent work on personality-style dimensions. The mechanisms of adjustment to work are discussed to emphasize the dynamic nature of the complete work-adjustment process. The constructs of Work Behavior and Organizational Behavior are introduced as intervening variables in the adjustment process. It is also shown that the forecasting of work adjustment requires the addition of the constructs of Abilities and Ability Requirements.

1958 McDaniel, R., Southeast rehabilitation counselors' views of vocational evaluation services. The Journal of Applied Rehabilitation Counseling, 1978, 9(4), 178-183.

This study focused on rehabilitation counselor's perceptions of vocational evaluation and correlated six counselor demographic characteristics with their response to specific criticisms of vocational evaluation to determine the attitudinal influence from the variables. The results indicated rehabilitation counselors believed vocational evaluation to be a helpful service and the counselors did not reach consensus on improvement recommendations or listed criticisms.

1959 Jewish Vocational Service and Employment Center, A scale of employability for handicapped persons. Chicago, Illinois: Author, 1959.

The Scale of Employability was developed at the Jewish Vocational Service and Employment Center, Chicago, Illinois, and was supported through a research and demonstration grant from the Rehabilitation Services Administration, Department of Health, Education, and Welfare, Washington, D.C. The general purpose was to develop a predictive scale for evaluating the employability of vocationally handicapped persons. For the purpose of this scale, "employability" was defined as meaning whether or not a client could be placed on a job and whether or not the client could keep the job after being placed. The scale is made up of three subscales: (1) a counseling scale to be filled out during intake, (2) a psychology scale to be completed by a psychometrist, and (3) a workshop scale to be filled out by workshop foremen.

1960 Rutherford, R., & Beechinor, S., Behavior modification and behavior therapy books: An annotated bibliography. AAESPH Review, March, 1976.

Lists approximately 350 books and journal articles on behavior modification and behavior therapy. Documents are divided into categories such as behavioral counseling, behavior research, assertion training, etc.

1961 Rutherford, R., Bibliography of books in behavior modification and behavior therapy: 1978 addendum. Tempe, Arizona: Arizona State University, n.d.

This bibliography is an addendum to the Bibliography of Books in Behavior Modification and Behavior Therapy published in the March 1976 issue of the AAESPH Review.

1962 Esser, T., Client orientation: A key to successful involvement in rehabilitation facility services. Menomonie, Wisconsin: University of Wisconsin-Stout, Stout Vocational Rehabilitation Institute, Materials Development Center, 1977.

Provides a guideline for developing a client orientation program to an agency's service structure. Emphasizes that the orientation program should encourage and insure the individual's involvement and participation in the program. Covers aspects such as beginning with the referring agency, encouraging an intake visit, conducting an initial interview, providing a client handbook, arranging an orientation group, use of audiovisual aids, involving the client in the decision making process, considering client advocacy, involving significant others, and conducting an exit interview.

1963 Neidig, R., Hall, H., & Baker, D., A job analysis technique for determining job tasks and performance skills. Washington, D.C.: U.S. Civil Service Commission, Personnel Research and Development Center, 1977.

This report describes a job analysis approach which has been operationally used by the U.S. Civil Service Commission. This procedure represents an approach which could provide the job analyst with job information necessary for a content validity strategy. The technique places emphasis on identifying job skills by using job task statements. This approach works well with activities which plan to utilize the assessment center as a measurement tool, since the job analysis technique provides behaviorally based job analysis data. The report provides a step-by-step procedure explaining the job analysis technique and is designed for a user who does not have personnel measurement expertise. (NTIS No. PB274008)

1964 Bakeman, M., Job seeking skills: Instructing applicants. Minneapolis, Minnesota: Multi Resource Centers, Inc., 1971.

A training manual, the goal of which is to provide a group of trainees with enough information and practice so that each can independently locate and interview for job openings.

1965 Bakeman, M., Job seeking skills reference manual. Minneapolis, Minnesota: Multi Resource Centers, Inc., 1971.

This manual, also a part of the Job Seeking Skills Package, is designed for the instructor in teaching job seeking skills. Sections include background and criteria, the application blank, reviewing assets, ability to answer questions in an interview, appearance, and interviewing techniques.

1966 Bakeman, M., Job seeking skills: Instructing specialists. Minneapolis, Minnesota: Multi Resource Centers, Inc., 1971.

This manual, also a part of the Job Seeking Skills Package, is for the job seeking specalist (instructor) for use in teaching other instructors job seeking skills. Includes sections on preparation for teaching, teaching objectives, and a detailed teaching outline.

1967 McCray, P., The individual evaluation plan. Menomonie, Wisconsin: University of Wisconsin-Stout, Stout Vocational Rehabilitation Institute, Materials Development Center, 1978.

The purpose of this publication is to help people directly involved with vocational evaluation understand why individual evaluation planning is important and how it may be effectively practiced. Individual evaluation planning is an essential component of a comprehensive vocational evaluation process. It provides a master plan of the purposes and objectives of an evaluation and a written record of the assessment techniques used, who was involved in carrying out the evaluation, and the extent to which specific goals were achieved. Most importantly, it insures that the unique needs of each individual client are given special consideration and that there will be an organized attempt to satisfy those needs in the most effective and efficient manner possible. The Individual Evaluation Plan meets the requirements of the Vocational Evaluation and Work Adjustment Association (VEWAA) and the Commission on Accreditation of Rehabilitation Facilities (CARF) that a written individual evaluation plan be developed for each client and that every plan clearly outline the purpose of the evaluation, the assessment techniques to be used, who will be involved, review dates, and modifications.

1968 Brolin, J. (Ed.), North Carolina work sample notebook. Auburn, Alabama: Auburn University, Region IV Rehabilitation Facility Training Program, 1978.

The work samples in this notebook were designed by rehabilitation professionals from North Carolina during a training program conducted for vocational evaluators. Each work sample contains Dictionary of Occupational Titles information, list of equipment used, work sample set-up, task analysis, and time analysis.

1969 Shaw, K., Career development: Client responsibility in rehabilitation planning. Journal of Rehabilitation, 1976, 42(5), 30-33, 39.

For the purpose of this article, career development is a process which provides information, understanding, knowledge, and skills that an individual needs in order to establish, develop, and plan for long range vocational goals. A model is included which is to be incorporated in the vocational evaluation process, and includes the following steps: self-awareness, career and personal assessment, career awareness, career exploration, career decision making, career planning, career preparation, and placement.

1970 Rasch, C., & Rasch, J., A model for comprehensive short-term assessment. Rehabilitation Counseling Bulletin, 1978, 22(1), 78-80.

Describes the Career Assessment Center, Madison, Wisconsin, which was established to improve the quality and efficiency of rehabilitation assessment for severely disabled clients. The facility offers a one-site, short-term, and comprehensive evaluation of rehabilitation potentials. Assessment services are provided by a multi-disciplinary team, and client involvement is stressed throughout the evaluation process.

1971 Smith, B., & Fry, R., Instructional materials in independent living. Menomonie, Wisconsin: University of Wisconsin-Stout, Stout Vocational Rehabilitation Institute, Materials Development Center, 1978.

The purpose of this bibliography is to list materials, primarily print, which would be useful in teaching clients independent living/personal, social, and community adjustment skills. Much of the material is in curriculum form and provides step-by-step teaching procedures. The material covers areas such as personal care, health, basic survival skills, homemaking, self-concept, sex education, interpersonal relations, leisure time, money management, community resources, transportation, time management, and legal rights.

1972 Quinones, W., A test battery for assessing the vocational competency of moderately mentally retarded persons. Mental Retardation, 1978, 16(6), 412-415.

The major objective of this study was to develop a battery of tests which would predict the vocational competency of moderately mentally retarded people to function in a sheltered workshop program. The San Francisco Vocational Competency Scale was used as the criterion of vocational competency.

1973 Schreiner, J., Prediction of retarded adults' work performance through components of general ability. American Journal of Mental Deficiency, 1978, 83(1), 77-79.

A factor analysis was performed on a set of variables used to predict work performance or industrial rate, for 127 mentally retarded adults. The results indicated that there is a general ability factor that can be partitioned into three components: cognitive, visual-motor, and work sample/sorting abilities. The latter two components were more closely related to industrial rate than was the former. Variables included subject characteristics, standardized tests, ratings, and work samples. As a group, the work samples were the best predictors of industrial rate; the subject characteristics were the poorest.

1974 Revell, W., & Wehman, P., Vocational evaluation of severely and profoundly retarded clients. Rehabilitation Literature, 1978, 39(8), 226-231.

Discusses the application of traditional and alternative techniques of vocational evaluation to the severely and profoundly retarded and indicates that special consideration needs to be given to the evaluation of this population. Discusses the importance of distinguishing between acquisition and production in work sample performance.

1975 Kohring, C., & Tracht, V., A new approach to a vocational program for severely handicapped high school students. Rehabilitation Literature, 1978, 39(5), 138-146.

Describes an innovative vocational evaluation program for severely and multiply handicapped high school students. Procedures, outcomes, and problems encountered are discussed.

1976 Dancer, D., et al., The training and validation of behavior observation and description skills. Behavior Modification, 1978, 2(1), 113-134.

Teaching critical treatment-related skills to behavior change agents is an important task. One such treatment-related skill would seem to be the ability to observe and specifically describe ongoing appropriate and inappropriate behaviors. In this study, the effectiveness of a training "package" in teaching behavior specificity was demonstrated in two experiments. The package involved written instructions, practice in describing videotaped interactions, skill rehearsals, and detailed positive and corrective feedback. The research suggests that important behavioral treatment skills can be identified, measured, trained, and validated.

1977 Garwick, G., & Brintnall, J., An introduction to goal attainment scaling, catalogue-assisted and the ideabook: 550 indicators for use in setting goals. Minneapolis, Minnesota: Technical Assistance for Program Evaluation, 1977.

The general objectives of this manual are twofold: (1) assist the goal-setter using traditional Goal Attainment Scaling or related open-ended goal setting techniques by suggesting a range of different indicators in several problem areas, (2) help interested persons develop a system combining the catalogue approach with traditional Goal Attainment Scaling without minimizing individualization essential to Goal Attainment Scaling.

1978 Garwick, G., An introduction to a tailor-made measurement tool: Goal attainment scaling. Minneapolis, Minnesota: Technical Assistance for Program Evaluation, 1978.

This non-technical booklet is a beginning overview of (a) Goal Attainment Scaling, which is a program evaluation methodology, (b) a therapeutic tool, (c) a record keeping device, (d) an organizational goal setting device, and (e) a needs assessment tool.

1979 McFarlane, F., Emener, W., & Parker, R. (Eds.), Joint NRCA-VEWAA issue. Vocational Evaluation and Work Adjustment Bulletin, 1978, 11(1).

Because of a need for a common forum to express convergent and divergent views regarding the professions of rehabilitation counseling and work evaluation, the National Rehabilitation Counseling Association (NRCA) and the Vocational Evaluation and Work Adjustment Association (VEWAA) initiated a comparative exploration of their respective professional disciplines. NRCA and VEWAA devoted a joint special issue of their respective journals (Vocational Evaluation and Work Adjustment Bulletin and the Journal of Applied Rehabilitation Counseling) as a means to facilitate this exploration. Four areas were investigated and reported upon in the two journals: (1) the rehabilitational generalist versus the specialist regarding specific content and job function in rehabilitation, (2) the education and on-going training of rehabilitation counselors and vocational evaluation personnel, (3) the interrelationship of services between counseling and evaluation, and (4) the impact of these services on the client. Eleven articles centering around the four above areas are presented in this special issue.

1980 Sink, J., Field, T., & Gannaway, T., History and scope of adjustment services in rehabilitation. Journal of Rehabilitation, 1978, 44(1), 16-19.

Discusses the history of adjustment services, i.e., adjustment services for the blind, the private rehabilitation movement, public rehabilitation movement, the Vocational Evaluation and Work Adjustment Association (VEWAA), and legislation supporting adjustment services.

1981 Carter, R., Medical adjustment services for the severely handicapped. Journal of Rehabilitation, 1978, 44(1), 20-23.

Describes a medical rehabilitation adjustment program including pre-admission/admission stage, rehabilitation evaluation stage, orthotic or other devices, full comprehensive rehabilitation program, patient communication, patient and family conference, discharge stage, and follow-up stage.

1982 Means, R., & Akridge, R., Psychological and behavioral adjustment: A model of healthy personing. Journal of Rehabilitation, 1978, 44(1), 24-29.

This paper presents a model by which to organize rehabilitation adjustment services. The following personal adjustment areas are discussed: (1) communication skills, (2) purpose (reason for being), (3) beliefs, (4) values, (5) achievement skills, (6) self-control skills, and (7) integration (converting one's belief system into life behaviors). Brief training modules related to the above areas, accompanied by behavioral anchors and common skill and training labels, are presented.

1983 Monroe, C., Adjustment services for the blind. Journal of Rehabilitation, 1978, 44(1), 30-34.

Discusses areas important to the adjustment of the blind/visually impaired including psychological beliefs which limit the potential of the individual, technological developments, educational and vocational adjustment, rehabilitation capabilities, and adjustment to changing physical demands.

1984 Sawyer, H., & Baker, R., The development of personal, social and community adjustment programs: A legitimate mandate for rehabilitation professionals. Journal of Rehabilitation, 1978, 44(1), 35-38.

Speaks of the need for the development of community, social and personal adjustment skills in addition to traditional work adjustment skills. Defines different categories of adjustment services and emphasizes identification of behavioral objectives. Lists a number of documents available for programming in personal, social, and community adjustment.

1985 Wainwright, C., & Couch, R., Work adjustment: Potential and practice. Journal of Rehabilitation, 1978, 44(1), 39-42.

Examines some of the philosophical concepts of work adjustment and discusses problems and shortcomings of current adjustment practice in areas such as job placement, building positive work habits, vocational assessment, job seeking and retention skills, and lack of professionally trained adjustment specialists.

1986 Glass, D., & Padrone, F., Sexual adjustment in the handicapped. Journal of Rehabilitation, 1978, 44(1), 43-47.

Explores problems in the sexual adjustment of the handicapped including attitudes and assumptions, potential for sexual response of the handicapped, and sexual counseling.

1987 Sink, J., & Field, T., Adjustment services: Issues and trends. Journal of Rehabilitation, 1978, 44(1), 48-50.

Discusses issues in adjustment services including role of the adjustment specialist, lack of professional training opportunities, lack of adjustment services offerings in rehabilitation counselor training programs, lack of clarity in client eligibility for services, lack of specialized adjustment services for various client groups, and lack of scientific research in adjustment.

1988 Riley, B., A practitioner's comments on the certification dilemma. Vocational Evaluation and Work Adjustment Bulletin, 1978, 11(3), 4-7.

Discusses the issue of certification, its advantages, problems, and relates experience of certification within other professional groups such as occupational therapists and physical therapists.

1989 Cook, D., Effectiveness of vocational evaluation training recommendations. Vocational Evaluation and Work Adjustment Bulletin, 1978, 11(3), 8-13.

Specifically, this investigation studied the effectiveness of a pretraining evaluation unit by analyzing client vocational outcomes according to type of training recommendations. Three research questions were posed: (1) Is there a relationship between the type of training recommendation made and client completion of a center training program? (2) Do clients who receive different types of evaluation recommendations complete training programs consistent with that of staff expectations? (3) Is there a relationship between completion of a vocational training program and subsequent employment?

1990 Field, T., Sink, J., & Cook, C., The effects of age, I.Q., and disability on performance on the JEVS system. Vocational Evaluation and Work Adjustment Bulletin, 1978, 11(3), 14-22.

This study was designed to determine the value of the Revised BETA intelligence quotient in predicting success on timed work samples from the JEVS Work Sample System.

1991 Gustin, Q., & Petterssen, R., From vocational evaluation to job training: What can go wrong - a case study. Vocational Evaluation and Work Adjustment Bulletin, 1978, 11(3), 23-28.

Explores the problem of the rehabilitation process breaking down when an individual is referred from one agency to another. Using a case study approach, the possible roots of such agency difficulties are discussed. Suggests ways that these problems might be avoided.

1992 McDaniel, R., Vocational evaluation: On becoming a profession. Vocational Evaluation and Work Adjustment Bulletin, 1978, 11(3), 29-38.

Explores the concept of the profession in general and the history and development of vocational evaluation as a profession.

1993 Roberts, F., & Carmack, N., Minimizing the readability barrier. Vocational Evaluation and Work Adjustment Bulletin, 1978, 11(3), 39-44.

Discusses the problems encountered by clients in the level of reading materials. Reviews readability formulas and application principles.

1994 Rosen, G., The problem and utility of work sample reliability data. Vocational Evaluation and Work Adjustment Bulletin, 1978, 11(3), 45-50.

Discusses reliability of performance tests, and methods of estimating reliability such as split-half and test-retest.

1995 Sink, J., & King, W., The vocational specialist's preparation for court testimony - fact or fantasy. In S. Godley (Ed.), Topical review, Vocational Evaluation and Work Adjustment Bulletin, 1978, 11(3), 51-58.

This article was reprinted from the July 1978 issue of the Singer Education Division, Career System's newsletter, Careers. Reviews the process and questions which a vocational expert may be asked on behalf of a client in a judicial hearing.

1996 Hodgson, K., Community Life Skills by Singer. In A. Sax (Ed.), Innovations in work evaluation and work adjustment. Vocational Evaluation and Work Adjustment Bulletin, 1978, 11(3), 59-62.

Describes the Community Life Skills training program developed in 1975 by Singer Career Systems, Rochester, New York. The package was designed to stimulate discovery of important information about community resources and to review processes necessary for independence. The program is comprised of the following units: housing, transportation, finances, health, and law and order.

1997 Gregory, R., Work adjustment services: An annotated bibliography. Ithaca, New York: Cornell University, School of Industrial and Labor Relations, Work Adjustment Services Training Project, 1978.

This annotated bibliography represents an industrial and business approach toward work adjustment. Work adjustment as conceived in this bibliography covers all who work or who employ workers and how workers and work place environments fit together. The 269 articles, mainly from industrial and business journals, cover the following areas: education, motivation, satisfaction, job analysis, job enrichment and job design, performance and productivity, and the organization and work environment.

1998 Caddick, J., Production improvement in a rehabilitation workshop. San Francisco, California: University of San Francisco, College of Business Administration, Rehabilitation Workshop Administration, 1968.

This manual was prepared to instruct industrial engineering including work simplification and production standards. Subtopics include overcoming resistance to change, materials handling, use of flow diagrams, and principles of time study.

2000 Zaetz, J., Organization of sheltered workshop programs for the mentally retarded adult. Springfield, Illinois: Charles C. Thomas, 1971.

The purpose of this publication is to provide a sheltered workshop program for the mentally retarded adult with attention to organizing, philosophy, unit designs, equipment, staffing, contracts, and product procurement. Also included are teaching procedures in woodworking, metal working, and custodial training programs.

2011 Houts, P., et.al., Pennsylvania model individualized written program plan for vocational rehabilitation facilities. Hershey, Pennsylvania: Milton S. Hershey Medical Center, College of Medicine, Pennsylvania State University, Department of Behavioral Science, 1978.

The materials in this booklet were developed to assist rehabilitation agencies in preparing and implementing individualized written program plans. Components of the plan include: (1) involving the client in the planning of the IWPP, (2) specifying behaviors to be dealt with, (3) scheduling staff conferences, (4) stating goals and specifying program objectives for training, (5) developing at a time framework for time necessary to achieve the goal, (6) documenting each individual's responsibility for implementation of the plan, and (7) specifying techniques to be used to bring about behavioral changes. An example of a completed IWPP is also included.

2014 Tiller, C., An activities of daily living curriculum for handicapped adults. Twin Falls, Idaho: Magic Valley Rehabilitation Services, Inc., 1978.

The goal of this 800 page, task analyzed teaching curriculum is to impart the necessary skills for independent living as well as to better prepare an individual with the training required to handle the responsibilities that accompany competitive employment. The curriculum includes such basic skills as money handling, measurement, telling time, reading, writing, cooking, shopping, personal identification, telephone use, post office use, clothing care, housekeeping, personal hygiene and grooming, and transportation. The curriculum is printed in such a manner that individuals who have no formal training in teaching skills can use the curriculum effectively in order to teach basic living skills to handicapped adults. The curriculum was developed primarily for use with moderate and borderline retarded.

2015 Botterbusch, K., Psychological testing in vocational evaluation. Menomonie, Wisconsin: University of Wisconsin-Stout, Stout Vocational Rehabilitation Institute, Materials Development Center, 1978.

The purpose of this publication is to help the evaluator wisely select and use tests within the context of the referral questions and the individualized evaluation plan. Part I contains information on why tests are used in evaluation, problems with tests, and how to select tests. Part II is a careful review of specific tests that either have been found to be successful within vocational evaluation or have this potential. Also included is a list of books on testing and statistics. Part II uses almost the same format, and may be considered as a revision of the 1973 MDC publication. Tests and Measurements for Vocational Evaluators. (No longer available from MDC.)

2020 Dahlke, M., & Douglas, R., Job description and physical demand requirements with job restructuring for the handicapped. Milwaukee, Wisconsin: Goodwill Industries of Wisconsin, 1972.

Presents a job description for each of the 256 jobs for which training exists in the Goodwill Rehabilitation Center of Milwaukee. Job description data includes a brief narrative of what the worker does and how he does it; D.O.T. title and number; General Aptitude Test Battery (GATB) qualifications profile; educational requirements; physical demands; medical requirements; what types of disabled clients can do the job; special training, experience, job skills, and knowledge required; and possible changes in tools or equipment which could be adapted to the physical limitations of the worker.

The publication is divided into the following general occupational areas: automotive, business office, clerical, contract (factory, assembly, etc.), dry cleaning, electrical, furniture, horticulture, kitchen, laundry room, mailroom, maintenance, mechanical and small engine, medical, printshop - graphic arts, sales, shoe repair, sorting and salvage, stock room, telephone, textiles, transportation, warehouse, and wares (shipping and receiving).

The job descriptions and physical demands requirements information are based on job analyses by Goodwill of Wisconsin and also from the volumes of the Department of Labor's Dictionary of Occupational Titles. All information is combined into a single page for each job.

2025 Olshansky, S., Some comments on workshop utilization. Rehabilitation Literature, 1971, 32(3), 75-77.

Discusses views of referring counselors in regard to both expectations and disappointments in workshop utilization.

2028 Lichtman, D., How to prepare a client handbook for a rehabilitation facility. Auburn, Alabama: Auburn University, Alabama Rehabilitation Media Service, Materials and Information Center, n.d.

Provides guidelines for the preparation of a client handbook, which may include a guide to the rehabilitation facility and rules and regulations.

2033 U.S. Department of Labor, Manpower Administration, A handbook for job restructuring. Washington, D.C.: U.S. Government Printing Office, 1970.

This handbook was developed to provide a basic guide for use in restructuring job systems in order to utilize manpower resources more efficiently. Job restructuring, as defined in this document, is a special application of job analysis that involves the identification of jobs within the context of the system of which they are a part of and the analysis and rearrangement of their tasks to achieve a desired purpose.

2061 Fry, R., Work evaluation and adjustment: An annotated bibliography, 1978 supplement. Menomonie, Wisconsin: University of Wisconsin-Stout, Stout Vocational Rehabilitation Institute, Materials Development Center, 1979.

Since 1970 the Materials Development Center has published nine annual annotated bibliographies on the literature in work evaluation and adjustment. In 1978 a comprehensive bibliography was produced which contained all 1,296 entries from the previous bibliographies, and covered the time period from 1947 through 1977. This supplementary bibliography, which contains 151 entries, includes primarily the work evaluation and adjustment literature written in 1978.

Two indexes are included to aid the user in the identification of annotations relevant to a particular topical area. The first, a KWOC title index (keyword-out-of-context) includes the titles of all documents listed in both bibliographies. Each title is listed alphabetically by significant keywords within the title. As an additional aid for the identification of relevant annotations, a subject index is also included which lists annotations according to subject areas.

2070 Cortazzo, A., A guide to establishing an activity program for mentally retarded adults. Arlington, Texas: National Association for Retarded Children, 1963.

Covers a variety of phases in the establishment and development of an activity program including organizing, operation, and suggestions for specific types of training programs.

2071 The President's Committee on Mental Retardation. Activity centers for retarded adults. Washington, D.C.: Superintendent of Documents, U.S. Government Printing Office, 1972.

This report contains the results of a study by the President's Committee on Mental Retardation to identify and locate activity programs in the United States, analyze data with regards to personnel, administration, organization, budget and operation standards, licensing practices, and regulations on the national, state, and regional level are also examined.

2072 Cull, J., & Hardy, R., (Eds.), Vocational rehabilitation: Profession and process. Springfield, Illinois: Charles C. Thomas, 1972.

Designed as a basic overview of the rehabilitation process, this book of readings is divided into six parts. Part one traces the history of rehabilitation and considers the place of work in the American culture. Part two describes the role and function of the rehabilitation counselor. Part three discusses services provided in vocational rehabilitation including case finding, evaluation (vocational, medical, psychological, and social), techniques of counseling, and training and placement of clients. Part four looks at counselor functions in different settings - cooperative and school program, psychiatric, correctional, and blind programs. Part five focuses on client characteristics and the process of adjustment to his ability. Part six is devoted to other professionals with whom the counselor interacts.

2075 McCray. P., Learning assessment in vocational evaluation. Menomonie, Wisconsin: University of Wisconsin-Stout, Stout Vocational Rehabilitation Institute, Materials Development Center, 1979.

The purpose of this publication is to help vocational evaluators understand: (1) how the concepts of learning and performance relate to vocational evaluation, (2) why learning assessment is important and (3) how it may be incorporated into work sample testing. By understanding these concerns, vocational evaluators will gain important insight into the relationship among learning, performance, and vocational assessment and thus provide a more effective service to the clients.

2076 Tesolowski, D., Job readiness training curriculum. Menomonie, Wisconsin: University of Wisconsin-Stout, Stout Vocational Rehabilitation Institute, Materials Development Center, 1979.

The Job Readiness Training Curriculum (JRT) is designed for use in training clients in the areas of job preparation, job seeking, and job maintenance. Fifteen individual lessons cover the following topic areas: why people work and self-appraisal; finding the right job; self-expressed interests and attitudes for specific jobs; personal resume; completing an application for employment; application letter and employment examinations; using the telephone to contact an employer; acceptable and non-acceptable behaviors during an interview; job interview questions; role playing simulated interviews; maintaining a job after being hired; unacceptable behaviors on the job; acceptable work behaviors and good work habits; good grooming and getting along with the boss; and advancement on the job. Instructional materials such as work sheets, information sheets, and masters for transperancies are included with the curriculum. Audiovisual instructional materials such as 16mm films, filmstrips, and cassettes are listed for use as supplementary materials.

2077 Fry, R., Suggested publications for developing an agency library on work evaluation, adjustment, and facility management. Menomonie, Wisconsin: University of Wisconsin-Stout, Stout Vocational Rehabilitation Institute, Materials Development Center, 1979.

The Materials Development Center encourages rehabilitation facilities to establish libraries so that personnel may have convenient access to literature when needed. In order to assist in this regard, the Materials Development Center annually revises and publishes a selection of documents which it feels are the most beneficial of those currently available on the market.

This is the seventh year that "Suggestions" has been published. In previous years, the documents listed were related to vocational evaluation and adjustment services only. This year, additional documents having to do with a number of different aspects of rehabilitation facility management are also included. In addition, a number of new documents on vocational evaluation and adjustment services have been added and a number of literature which were listed in previous editions have been deleted because of non-availability or because more current and relevant documents have become available. A total of 71 documents are listed and annotated.

2078 Fry, R., Training programs in work evaluation, adjustment, and facility management. Menomonie, Wisconsin: University of Wisconsin-Stout, Stout Vocational Rehabilitation Institute, Materials Development Center, 1979.

Each year, MDC surveys institutions and agencies to identify providers of training in the areas of work evaluation, adjustment, and rehabilitation facility management. Following the survey, the above phamplet is produced which briefly describes existing degree and short-term training programs. Individuals who may be interested in such training can then contact the agencies/institutions for more detailed information.

2079 Hodgson, K., Job seeking skills: A curriculum and guide. Menomonie, Wisconsin: University of Wisconsin-Stout, Stout Vocational Rehabilitation Institute, Vocational Development Center, 1979.

This outline presents a four and one-half day program designed to instruct individuals in ways to be more independent and successful in securing employment. The currciulum may be particularly useful for clients who may possess employment skills but who lack the placeability skills to get a job. The emphasis of the curriculum then is upon helping the individual to identify realistic skills, abilities and positive traits, and being able to present this knowledge in a positive manner to a potential employer. Topics in the training schedule include self-inventory, determining long and short range goals and objectives, communication skills, job resources, using a telephone directory, calling and preparing for an interview, understanding fringe benefits and payroll deductions, completing applications, and a grooming and hygiene review. A list of materials, primarily audiovisual, is also included which may be used to supplement the curriculum. The curriculum has been used with both handicapped and nonhandicapped populations and can be used with educable mentally retarded. Groups of four to six clients allow for greatest individualization in the program.

2080 Menz, F., Vocational evaluation with adolescents: Description and evaluation of a program with reluctant learners. Menomonie, Wisconsin: University of Wisconsin-Stout, Stout Vocational Rehabilitation Institute, Research and Training Center, 1978.

The intents of this report are to describe an optimal vocational evaluation program provided as part of a treatment of vocational and school behaviors of reluctant learners; to suggest an alternative in-school variation of that program and to summarize the effects which the original program had in reluctant learner behaviors.

2081 Menz, F., Levels of vocational needs and reinforcers in sheltered workshops. Menomonie, Wisconsin: University of Wisconsin-Stout, Stout Vocational Rehabilitation Institute, Research and Training Center, 1978.

The focus of the research was on determining the vocational satisfaction of persons with disabilities in sheltered workshops. The research identified client vocational needs, identified available reinforcers for those needs, and determined how congruent available were with the needs of the client. In it are summarized findings on patterns and levels of vocational needs among clients in sheltered workshops, patterns and levels of vocational reinforcers available in workshop environments, and the feasibility of extending the types and levels of reinforcers for clients in workshops.

2082 Coffey, D., et al., Vocational evaluator role and function as perceived by practitioners and educators. Menomonie, Wisconsin: University of Wisconsin-Stout, Stout Vocational Rehabilitation Institute, Research and Training Center, 1978.

This research project investigated vocational evaluator skills, knowledges, and abilities. Skill, knowledge, and ability statements (competencies) for vocational evaluators were identified from a pool of over 2500 statements which were synthesized to 175 statements. A questionnaire containing these 175 statements was administered to vocational evaluators, educators, and students in Region IV to determine: (1) the competency's importance to the role of the vocational evaluator; and (2) the best learning environment appropriate for each competency.

2083 Menz, F., Vocational evaluation and client vocational attitude, competency and awareness. Menomonie, Wisconsin: University of Wisconsin-Stout, Stout Vocational Rehabilitation Institute, Research and Training Center, 1978.

The effects of an abbreviated vocational evaluation service on client vocational awareness, attitude, and competencies were investigated. One week evaluations were provided to clients at the Waukesha, Wisconsin Division of Vocational Rehabilitation Office under an RSA demonstration project: Concentrated Assessment and Diagnosis in Rehabilitation Entrance (CADRE). The project's goal was to demonstrate the advantages of early assessment of the severely disabled in their rehabilitation. Among CADRE's primary demonstration objectives were (1) reduction of evaluation costs; (2) increasing the relevancy of evaluations in counselor-client planning; (3) reduction in the time delay between referral to and onset of evaluations; and (4) more effective utilization of community resources.

2084 Coffey, D., & Ellien, V., Work adjustment curriculum development project: A summary. Menomonie, Wisconsin: University of Wisconsin-Stout, Stout Vocational Rehabilitation Institute, Research and Training Center, 1979.

This monograph outlines the Work Adjustment Curriculum Development Project and attempts to summarize a one year effort of a group of leaders and workers in rehabilitation.

Research, issue papers, and conference results are presented in three sections. These reflect project activities defining the role and function of the adjustment specialist, curriculum development, and finally conference efforts at integration of all of these into final results and recommendations.

The overall goal in the Work Adjustment Curriculum Development project was to continue to advance the development of training curriculum for the Work Adjustment Specialist. The long-term outcome of the project is better trained staff and clients who are better able to adjust to the world of work.

2089 Sankovsky, R., Evaluating rehabilitation potential of severely handicapped individuals. Dunbar, West Virginia: West Virginia Research and Training Center, 1978.

This revised handbook was designed primarily for use by rehabilitation counselors in planning a program of evaluation for severely handicapped individuals. The information contained within, however, is very useful for vocational evaluation personnel also. Some of the topics covered include: the preliminary diagnostic study, psychological testing strategy, a list and description of some commonly used tests, how to develop a training program on psychological testing, a counselors checklist for reviewing vocational evaluation programs, a description of the work sample approach in vocational evaluation including information on some of the commercially available evaluation systems, and counselor resources for vocational evaluation materials.

2090 Brolin, D. (Ed.), Life centered career education: A competency based approach. Reston, Virginia: The Council for Exceptional Children, 1978.

This curriculum is concerned with three domains: daily living skills, personal-social skills, and occupational guidance and preparation. The curriculum areas are developed around 22 specific learner competencies including managing family finances, selecting and maintaining a home, caring for personal needs, raising children, buying and preparing food, clothing care, civic activities, recreation and leisure, mobility, self-awareness, self-confidence, socially responsible behavior, interpersonal skills, independence, problem solving, communicating, occupational possibilities, work habits and behaviors, occupational skills and maintaining employment. Each competency is broken down into sub competencies and then into learner objectives. Activities and strategies are suggested for each learner objective. Backing up the activities section is an extensive list of commercially available materials referenced by domain.

2091 Chipouras, S., et al., Who cares? A handbook on sex education and counseling services for disabled people. Washington, D.C.: George Washington University, Sex and Disability Project, 1979.

This handbook is organized into sections. The first section discusses the current state of the art in regard to sex education for the disabled and also relates to research results. Sections II through V provide specialized information which applies to disabled consumers, counselors, and other service providers, trainers and policy makers. The appendices provide resource listings, survey reports, bibliographies, and other sexually relevant materials.

2092 Brubaker, D., A dialogue on certification of vocational evaluators and adjustment services (work adjustment) specialists. Vocational Evaluation and Work Adjustment Bulletin, 1979, 12(1), 2-3.

Presents some considerations in favor of not certifying vocational evaluation and work adjustment personnel primarily in view of the author's position that the field has not yet established itself as a profession.

2093 Backman, M., Lynch, J., & Loeding, D., The factor structure of the Micro-TOWER Work Samples. Vocational Evaluation and Work Adjustment Bulletin, 1979, 12(1), 7-10.

This study was designed to answer the question: Do the Micro-TOWER work samples measure the aptitudes they were designed to measure? To answer this question a factor analysis was performed on the scores of 903 rehabilitation clients who had taken the Micro-TOWER work samples. Five factors emerged from the analysis: Clerical Perception, Motor Skills, Verbal Ability, Spatial Perception, and Numerical Ability. These five factors accounted for 81% of the variance, with the first factor, Clerical Perception accounting for 52%. The results reveal that the Micro-TOWER work samples do measure the aptitudes they were designed to measure and lend support for the use of Micro-TOWER as a means for assessing aptitudes in the five vocational areas. Implications for use in placement and training are discussed.

2094 Dial, J., et al., Predictive validation of the abbreviated McCarron-Dial Evaluation System. Vocational Evaluation and Work Adjustment Bulletin, 1979, 12(1), 11-18.

An investigation of the predictive validity of the McCarron-Dial Evaluation System (MDS) was conducted to describe the relationship between the evaluation results and vocational program outcome after a one year interval. A randomly selected group of 57 neuropsychologically disabled persons referred for work evaluation in three different rehabilitation facilities in Texas comprised the sample. The abbreviated evaluation instruments (predictor variables) included measures of 1) verbal-cognitive skills (WAIS and PPVT), 2) sensory skills (BVMGT and HVDT), and 3) motor skills (MAND). The vocational placement levels (criterion variables) consisted of a determination of the individual's actual program level which was conceptualized on a continuum of low to high functioning behaviors. The continuum of vocational program ranges included daycare, work activity, lower extended, upper extended, transitional and community placement. The research results suggest that the abbreviated MDS measures of verbal-cognitive, sensory, and motor function may provide valid data from which estimates of a person's program outcome may be derived.

2095 Hansen, G., & Menz, F., Effects of norms and client performances on occupational decisions. Vocational Evaluation and Work Adjustment Bulletin, 1979, 12(1), 19-21.

This research project investigated the use of different types of norms for occupational decisions made by vocational evaluators. The primary questions investigated were: (1) What effect does the type of norm referenced have on clinical decision-making, and (2) What effect does the level of client performance have on clinical decision-making.

Members of the Vocational Evaluation and Work Adjustment Association (VEWAA) were mailed a case study and asked to decide whether they would recommend that the person (1) seek employment in a specific occupation, (2) receive training in that occupation, (3) be further evaluated in that occupation, or (4) not be considered for that occupation.

2096 Sigelman, C., Morris, B., & Danley, W., An evaluation of vocationally-related performance among low IQ clients. Vocational Evaluation and Work Adjustment Bulletin, 1979, 12(1), 22-26.

A comprehensive vocational assessment battery was administered to 43 clients at a rehabilitation unit in order to compare the performances of males and females and three IQ groupings (40-54, 55-69, and 70-84). There were relatively few differences between the sexes in vocationally related performances, and surprisingly relatively few differences between IQ groups - although IQ group differences were generally in the predicted direction - except on a paper-and-pencil measure of prevocational and social knowledge. The fact that only three of 39 measures significantly distinguished between the mildly retarded (IQ 55-69) and persons in what was formerly defined as the "Borderline" range of retardation (IQ 70-84) has important implications for proposed policies in rehabilitation which would deny eligibility to persons in the 70-84 IQ range if they do not have disability other than deficient intellectual and adaptive functioning.

2097 Godley, S., (Ed.), Rehabilitation newsletters and periodicals for the practitioner and consumer. Vocational Evaluation and Work Adjustment Bulletin, 1979, 12(1), 27-28.

Lists rehabilitation related newsletters and periodicals along with short description of each, publisher, and subscription costs.

2098 Zimmerman, B., VITAS. In A. Sax (Ed.), Innovations in vocational evaluation and work adjustment. Vocational Evaluation and Work Adjustment Bulletin, 1979, 12(1), 29-31.

Describe the VITAS (Acronym for vocational interest, temperament and aptitude system) developed by the Vocational Research Institute, a division of the Jewish Employment and Vocational Service, Philadelphia. VITAS is comprised of 21 work samples which are related to 15 worker trait group arrangements of Volume II of the 1965 edition of the Dictionary of Occupational Titles.

2099 Baker, R., A response from a VE and WA educator. Vocational Evaluation and Work Adjustment Bulletin, 1979, 12(1), 4-6.

The author replies to the article by David Brubaker (1979) which presents arguments against certification of vocational evaluation and work adjustment personnel. Baker argues Brubaker's points and presents some additional concerns for delaying the certification process.

2100 Behm, L., & Jesperson, M., The alphabet - telephone book program. Salt Lake City, Utah: Columbus Community Center, 1979.

Objectives of this training package are to recognize all upper and lower case block letters, recitation of the alphabet, and improve the student's skill in using the alphabet. At the completion of the program, the client should be able to use the telephone book, dictionary, and encylopedia.

2101 Iverson, S., Time study techniques. Salt Lake City, Utah: Columbus Community Center, 1978.

This manual provides instruction in time study techniques. Uses of time study information include the following: that wages being paid to clients are commensurate with local wages, and to modify and breakdown a particular job into several tasks.

2102 Behm, L., Telephone usage program. Salt Lake City, Utah: Columbus Community Center, 1979.

The emphasis of this program is on providing experiences with the telephone that are commonly met in everyday telephone usage. Objectives as to (1) teach the student the mechanics of using the telephone; (2) to develop poise and the ability to handle various telephone situations; and (3) provide an opportunity to develop social skills through group interaction.

2103 Rudert, W., & Behm, L., Money and change program. Salt Lake City, Utah: Columbus Community Center, 1979.

The purpose of this instructional program is to teach skills in money denomination identification and change making.

2104 Rickerson, P., & Nielsen, J., The job interview training program. Salt Lake City, Utah: Columbus Community Center, 1977.

The Job Interview Training Program (JITP) was constructed for use with a variety of populations ranging from educable mentally retarded adults to high school graduates. The objectives are to (1) to generate a more positive "self-image" in the individual so that his work attitude is characterized by performance ability rather than disability; and (2) to train the individual to utilize methods which explain and demonstrate his ability by teaching him what to do and say during the job interview so that he presents himself in the most advantageous manner. Pre and post tests, discussion items and curriculum are included.

2105 Tiller, C., A picture cook book of food preparation for mentally handicapped adults. Twin Falls, Idaho: Magic Valley Rehabilitation Services, Inc., 1977.

This cookbook can be used by readers or nonreaders. A detailed task analysis, with pictures as well as captions, is given for the preparation of each food. Sections include foods requiring no mixing, foods requiring mixing, foods requiring boiling, foods requiring frying, and foods requiring baking.

2106 Glover, B., & Johnson, B., An approach to vocational evaluation for the severely developmentally disabled. Greenwood, Florida: Jackson County Association for Retarded Citizens, 1979.

Describes a program of vocational evaluation of the severely developmentally disabled. Sections include: philosophy and objectives; client referral and eligibility data (intake staffing, referral information, questions for evaluation, individual written evaluation plan, client contract and orientation process); audiological screening; basic skills tests; definitions of worker characteristics; work samples; retesting; additional supporting data (situational assessment, work habits rating sheet, final vocational evaluation report, post-staffing, and follow-up procedure).

2107 VDARE Service Bureau, Vocational diagnosis and assessment of residual employability VDARE TRAINING MANUAL. Atlanta: Georgia: Olde Kalb Press, 1979.

The VDARE process is a tool for vocational professionals to translate client/employee case data into terms that lead to accurate predictions of functioning potential.

2115 Beziat, C., et al., World of work. College Park, Maryland: University of Maryland, Department of Industrial Education Center of Rehabilitation and Manpower Services, 1979.

Provides a listing of occupations performed by mentally retarded individuals. Occupations contained in the World of Work are arranged in six clusters based upon the worker/work environment typology of John Holland. The document is designed as an aid to be used by professionals in matching mentally retarded clients to appropriate kinds of work.

2116 Backer, T., Client assessment: A manual for employment and training agencies. Los Angeles: Edward Glaser and Associates, 1979. (Available NTIS)

This volume provides information employment and training agencies can use in (1) developing or operating client assessment programs; and (2) identifying, adapting or developing special assessment techniques for severely disadvantaged clients. Included also: an overview of current assessment practices in local employment and training agencies, including some fairly detailed descriptions of existing assessment programs; guidelines for developing assessment programs, organized around a planning checklist for program developers; a brief review of standard assessment techniques such as the GATB and Strong-Campbell Interest Inventory--devices now widely used in employment and training agencies; a catalog or review of special assessment techniques for use with severely disadvantaged clients with descriptions in capsule form using a standard format; information resources for assessment program developers, resources regarding assessment of the disabled, books, journal articles, research reports, clearinghouses, and other information resources.

2117 Sink, J., et al., Competencies related to the work of the rehabilitation counselor and vocational evaluator. Athens, Georgia: University of Georgia, University of Georgia Printing Department, 1979.

A survey and study was conducted to determine the competencies related to both the rehabilitation counselor and the vocational evaluator. The results will be useful primarily in the development of competency based university rehabilitation education programs.

2118 Karan, O. (Ed.), Habilitation practices with the severely developmentally disabled: Volume 2. Madison, Wisconsin: University of Wisconsin-Madison, Research and Training Center in Mental Retardation, 1978.

This volume contains a compilation of position papers, program descriptions, research reviews, and research investigations completed at the Research and Training Center in Mental Retardation at the University of Wisconsin-Madison. The purpose of the research activities was to develop and evaluate habilitation/rehabilitation procedures for use with difficult developmentally disabled persons.

Some of the topic areas include: graduated and sequential habilitation programming, obstacles to vocational normalization, behavior management and social skills in training with the mentally retarded, a review of education curriculum for severely and profoundly handicapped, the use of extended evaluation for mentally retarded clients, establishing adequate production and appropriate work related behaviors for developmentally disabled clients with no previous work experience, problems of behavioral programming in the real world, job seeking skills curriculum for developmentally disabled adults, and a social curriculum with a vocational orientation.

2119 American Foundation for the Blind. A step-by-step guide to personal management for blind persons. New York: Author, 1974.

A curriculum guide for teaching personal care for blind persons which includes instructions in the following areas: hygiene, grooming, cosmetics, clothing, general house care, kitchen, child care, and social graces.

2120 Stodden, R., Ianacone, R., & Lazar, A., Occupational interests and mentally retarded people: Review and recommendations. Mental Retardation, 1979, 17(6), 294-298.

This article reviews several studies regarding the choice of occupational interests for the mentally retarded adolescent. Concerns about current evaluation practices are discussed and recommendations are offered for a client centered, developmental model making the evaluation of occupational interests a viable part of the client's career/vocational development process.

2121 Rosenberg, H., Job satisfaction and social interactions of mildly retarded males in uni- and mutli- disability workshops. Journal of Applied Rehabilitation Counseling, 1979, 10(4), 204-207.

Thirty mildly retarded males from uni-disability workshops and thirty mildly retarded males from multi-disability workshops were administered a job satisfaction questionnaire and a social interaction scale. Results indicated differential patterns of job satisfaction and dissatisfaction as well as different social interaction patterns between groups. The more "normalizing" effect of the multi-disability workshop where retarded trainees have the opportunity to model socially acceptable work values and behaviors from physically handicapped trainees and staff are revealed.

2122 Berven, N., & Maki, D., Performance on Philadelphia JEVS Work Samples and subsequent employment status. Journal of Applied Rehabilitation Counseling, 1979, 10(4), 214-218.

The present study investigated the relationship between performance on JEVS work samples and subsequent employment status. Subjects were 233 rehabilitation clients who had completed one or more of the JEVS work samples and whose cases had been closed by the state rehabilitation agency. For seven of 20 work samples investigated, clients who performed at a higher level were more likely to attain competitive employment. The results suggested that the seven work samples provide relevant information about client employability. The extremely limited validity data on commercially available work sample systems and the critical need for research in this area are emphasized.

2123 Kurz, F., Correlates and predictors of absenteeism among sheltered workshop employees. Journal of Applied Rehabilitation Counseling, 1979, 10(4), 219-223.

The purpose of the study was to examine how some factors strongly related to absenteeism in competitive employment are related to absenteeism in sheltered workshop settings. A secondary aspect was to estimate the best predictor(s) of absenteeism from the independent variables studied.

2124 McCray, P., An interpretation of VEWAA/CARF work sample standards. Menomonie, Wisconsin: University of Wisconsin-Stout, Stout Vocational Rehabilitation Institute, Materials Development Center, 1979.

The Vocational Evaluation and Work Adjustment Association (VEWAA) has developed minimum standards to be applied to work samples. These standards have been adopted by the Commission on Accreditation of Rehabilitation Facilities (CARF) because the provide a sound basis for the development of reliable work samples.

The purpose of this publication is to review each of the work sample standards as well as provide insight and understanding into the underlying purposes of the guidelines. With this information in mind, vocational evaluators and program administrators should be able to better assess the effectiveness and quality of their work samples with regard to: (1) meeting the needs of their clients and referral sources in terms of using valid and reliable assessment techniques, and (2) satisfying professional standards as well as CARF accreditation standards for vocational evaluation programs. In addition, the guidelines should serve as a valuable reference for selecting work samples which satisfy these requirements and, therefore, are most likely to provide reliable and valid information as to client capabilities and limitations.

2125 Sligar, S., & Culpepper, S., Vocational evaluation - deafness. Journal of Rehabilitation of the deaf, 1979, 13(1), 1-8.

A discussion of various aspects in the evaluation of the deaf, with emphasis on the importance of the initial evaluation period, feedback from placement, regarding the deaf, client's actual adjustment to work, level of independent living skills, and the use of industrial engineering knowledge.

2127 Beckham, T., et al., Curriculum for teaching trainable mentally retarded and developmentally disabled students. Corvallis, Oregon: Curriculum Division, Special Services Department, 1977.

This is a curriculum to guide teachers in programming for students who are developmentally disabled or trainable mentally retarded. Seven categories include: self-help skills, language skills, socialization skills, motor development skills, basic academic skills, home living skills, and vocational skills.

2129 Office of Technical Support, Guide for occupational exploration. Washington, D.C.: U.S. Department of Labor, Employment and Training Administration, 1979.

The Guide is intended for use by vocational counselors and other individuals to assist with career and occupational exploration. It groups thousands of occupations in the world of work by interests, abilities, and traits required for successful performance. Descriptive information is provided for each work sample to assist the individual in reviewing, understanding, and evaluating his or her own interests and potentials and relating them to pertinent fields of work. Within these areas, individuals can then identify those work groups whose job requirements are most closely related to the individual's skills and potentials. The data in the publication are organized into 12 interest areas, 6 work groups, and 348 subgroups.

2130 Employment and Training Administration. Conversion table of code and title changes third to fourth edition, Dictionary of Occupational Titles. Washington, D.C.: U.S. Department of Labor, Author, 1979.

This conversion table is designed for users of the Dictionary of Occupational Titles (DOT) in converting codes and titles from the third edition of the dictionary to codes and titles in the fourth edition. Section I converts three digit occupational group codes and titles from the third to the fourth edition. Section II lists each third edition nine digit code and the corresponding fourth edition nine digit code. Section III lists fourth edition codes and titles for occupational definitions that do not appear in the third edition. Section IV provides information on master and term titles.

2131 Council of Floor Supervisors of the Pennsylvania Association of Rehabilitation Facilities, Inc., Orientation model for workshop supervisors in rehabilitation settings. Camp Hill, PA: Author, 1979.

The purpose of this publication is to provide a model for new workshop supervisors with the information they need to perform in their occupation, as well as serve as a reference after the initial orientation is completed. Some orientation topics include: dual role of supervisors in rehabilitation, responsibilities in regard to safety, emergency situations, staffing, goal planning, confidentiality, and evaluation.

2132 Gerber, N., The job worksite: An additional resource in preparing psychiatric clients for job placement. Journal of Rehabilitation, 1979, 45(1), 39-41.

Describes the job worksite approach in which psychiatric clients were placed in non-supervised and semi-supervised positions in business and industry for the purpose of transition from the workshop to everyday competitive work.

2133 Rubin, S., & Porter, T., Rehabilitation counselor and vocational evaluator competencies. Journal of Rehabilitation, 1979, 45(1), 42-45.

The purpose of this paper is to report a summary of a conference in which the focus was to (1) identify and evaluate the competencies needed by rehabilitation counselors and/or vocational evaluators, and (2) determine the location of training for each competency.

2134 Maki, D., et al., A systems approach to vocational assessment. Journal of Rehabilitation, 1979, 45(1), 48-51.

Clients receive services through a delivery system that contains the following ordered components: INTAKE, ASSESSMENT, SERVICES OUTCOMES. The model presented here describes the ASSESSMENT component as a subsystem within service delivery. Simultaneously, ASSESSMENT is itself a system composed of certain subsystems.

The systems approach to vocational assessment described here provides step-by-step guidelines for comprehensive and efficient information-gathering aimed at generating a course of action. This is a generic model that accommodates the interdisciplinary nature of vocational rehabilitation. It provides a common framework for each of the rehabilitation team members involved with a client.

2135 Malgady, R., Language factors in vocational evaluation of mentally retarded workers. American Journal of Mental Deficiency, 1979, 83(5), 432-439.

Vocational teachers described maladaptive social behavior of retarded workers in vocational training classrooms and sheltered workshops. A rating scale was developed from 28 items measuring unacceptable language behavior. Patterns of language behavior of retarded workers were factor analyzed, yielding two primary dimensions: verbal manners and communication skills. Results suggested the need to remediate maladaptive verbal behavior in sheltered or educational settings and to assign workers to jobs in accordance with their communication skills.

2136 Pinto, R., An evaluation of job interview training in a rehabilitation setting. Journal of Rehabilitation, 1979, 45(2), 71-76.

Seven clients referred to a rehabilitation center for vocational rehabilitation participated in two job interview training sessions. A social skills training procedure that included instructions, modeling, discussion, behavior rehearsal and feedback was used. Eight target behaviors, eye contact, posture, voice affect, voice loudness, positive personal statements, positive work related statements, interviewee initiated statements and speech disturbances were presented in two two-hour training sessions, each focusing on four behaviors. Three simulated job interviews were conducted and video-taped for assessment. Timed, rated and frequency measures were extracted from the video-taped interviews. Training resulted in expected changes in six of the eight behavioral areas.

2137 Tesolowski, D., & Halpin, G., Modifying work personalities of the handicapped. Vocational Guidance Quarterly, 1979, 27(4), 334-340.

The purpose of this study was to provide evidence regarding the effectiveness of job-readiness training in facilitating more positive worker personality characteristics. Specifically, the objective was to determine whether or not work personality characteristics of physically handicapped, sheltered workshop employees participating in a job readiness training program were significantly different from work personality characteristics of physically handicapped sheltered workshop employees not participating in a job readiness training program.

2138 Barber, G., Ryan, T., & Scully, T., Individualized vocational/career training manual. Erie, PA: Barber Center Press, 1978.

Describes the components of the vocational/career training program at the Gertrude Barber Center.

2139 Dickson, M., Job seeking skills program for the blind. Journal of Visual Impairment and Blindness, 1979, 73(1), 20-25.

A job seeking skills program which emphasizes active client participation is described which includes client self-evaluation, occupational exploration, preparation of a resume, letters of application, job hunting techniques, interview behavior, problems on the job, and financial management.

2140 Cohen, C., & Drugo, J., Test-retest reliability of the Singer Vocational Evaluation System. Vocational Guidance Quarterly, 1976, 25(2), 267-270.

This article reports an attempt to establish reliability of the Singer Vocational Evaluation System (SVES) through a test-retest research design with an EMR population. Method results and discussion included.

2141 Abrams, M., A new work sample battery for vocational assessment of the disadvantaged. VITAS. Vocational Guidance Quarterly, 1979, 28(1), 35-43.

This article describes and discusses the development of a work sample battery (VITAS) designed for assessment of vocational aptitudes, interests, and temperament in a disadvantaged client population.

2144 Levanthal, R., & Fritschel, J., Developmental skills checklist. Elmwood, Wisconsin: Unified Services of Western Wisconsin, 1979.

The Developmental Skills Checklist is made up of a number of items which together or in groups of items can be used to identify what a person does and what skills a person needs to develop through training.

2145 Coffey, D., Vocational evaluator competencies and their relative importance as perceived by practitioners and educators in vocational evaluation. (Doctoral dissertation, Auburn University, 1978.)

The identification and cataloging of vocational evaluator competencies was the primary issue in this study. The professional competencies to be identified were those considered to be important for beginning practicing vocational evaluators. There was also a perceived need for an orderly and meaningful structure of these competency statements. A secondary problem, particularly as certification has become a professional issue, was the determination of the relative importance of these statements as viewed by selected groups involved in the field of evaluation.

2146 Georgia Department of Human Resources, Rehabilitation Facilities Section, Manual Department Committee, Report Writing: Vocational evaluation. Atlanta, Georgia: Georgia Department of Human Resources, Rehabilitation Facilities Section, 1976.

This manual was developed to help insure that vocational evaluation reports meet minimum standards and can be easily interpretated by other professionals. Sections include: technical in format discussion of major captions, a vocational evaluation report, critique, and a sample report.

2147 Sink, J., & McCroskey, B., Improving the quality and effectiveness of rehabilitation facility services through research. Vocational Evaluation and Work Adjustment Bulletin, 1979, 12(2), 24-27.

The authors contend that facilities must begin to prepare to show their effectiveness if they expect to continue to receive tax dollars. Research, done on the appropriate level, can do much to assist facilities in demonstrating their effectiveness. Three studies are presented in this article to satisfy funding sources, demonstrate facility effectiveness, and improve services.

2148 Parham, J., Current trends in evaluation, adjustment, and training of the mentally retarded. Vocational Evaluation and Work Adjustment Bulletin, 1979, 12(2), 17-23.

Abstract: Comprehensive coverage and the provision of quality services are the unifying elements of current trends in the evaluation, adjustment, and training of the mentally retarded. Quality services, as insured by legislation, litigation, and accreditation, are complimented by the provision of comprehensive services through early and longitudinal intervention. Accurate classification and appropriate decisions regarding the habilitation of individuals are dictated by methods of diagnosis and evaluation. The selection of these diagnostic and evaluative procedures is based primarily on two conflicting philosophies: the selection/rejection (competition) philosophy and the maximum-manpower-used philosophy. In reviewing the selection procedures, several general evaluation guidelines are suggested. The vocational evaluator or work adjustment specialist must realize that while noting individual weaknesses, problems or needs - and elimination of deviance is important - the noting and building on strengths and competencies is required to complete the normalization process.

2149 Lytel, R., Physical demands analysis: Moving towards a recognition of accommodation. Vocational Evaluation and Work Adjustment Bulletin, 1979, 12(2), 11-16.

One specialization within job analysis is the identification of physical demands. The traditional checklist model of physical demands analysis developed during WW II does not take into account the concept of accommodation and this is outmoded in current rehabilitation practice. A changing emphasis towards recognizing accommodation can be seen in more recent analysis methods. Based on the author's experience, it is suggested that placing physical demands within the framework of a functional job description will make it easier to evaluate the significance of physical demands and suggest accommodations.

2150 Hill, J., Wehman, P., & Combs, J., Use of self-administered reinforcement to increase work production behavior. Vocational Evaluation and Work Adjusment Bulletin, 1979, 12(2), 7-10.

This study presents two examples of the application of self-administered reinforcement by adults with mental retardation in order to increase their work production in a simulated sheltered workshop setting.

2151 McCray, P., Learning assessment in vocational evaluation. In A. Sax (Ed.), Innovations in vocational evaluation and work adjustment. Vocational Evaluation and Work Adjustment Bulletin, 1979, 12(2), 30-31.

Reviews the publication entitled Learning Assessment In Vocational Evaluation. Covers the following: how the concepts of learning and performance relate to evaluation, offers a rationale as to why learning assessment is important, and provides a practical methodology for incorporating learning assessment into a vocational evaluation program.

2152 Vash, C., Sheltered industrial employment. Washington, D.C.: Institute for Research Utilization, 1977.

This document is intended to provide a state-of-the-art of worldwide experience and conceptualizations regarding accommodated or sheltered employment in both the segregation and mainstream worlds at work. Topics covered in the introduction include the following: definitions, legal background, consumer views and demands, philosophical perspectives, wage versus welfare, and alternatives. Chapter 2 provides information on segregated employment opportunities, to the limited extent that they offer pure opportunities for employment rather than rehabilitation services. Chapter 3 provides information on worldwide experience with mainstream employment. Chapter 4 provides a brief sampling of information on American experience relating to the role of industry in preparing disabled people for work in mainstream settings. All chapters emphasize experience relevant to workers with disabilities so severe that accommodation or shelter is required for them to work. Chapter 5 presents considerations for the future and some ideas, conclusions, and suggestions for how the body of experience described might be used in planning future action. An annotated bibliography is included.

2153 Lytel, R., The determination of job related physical demands. Alameda, California: Alameda County Personnel Department, n.d.

Reports the results of a grant to study the physical demands of county job classifications, the purpose being to gather data to promote employment opportunities of the physically disabled. This was accomplished by the development of a technique to analyze the physical demands of the positions. The first section describes three strategies for placing the disabled, discusses Regulation 504, and provides a background on the development of the analysis technique. Section two explains the process used to gather physical demands information. Section three covers general points in interviewing and takes the reader through a step-by-step description of the analysis method.

2154 Mallik, K., Job analysis (or job task analysis). Washington, D.C.: George Washington University, Job Development Laboratory, n.d.

Explains the usefulness of and methods for gathering job analysis data.

2156 Hester, E., & Taylor, S., Vocational exploration guidance and assessment system. Chicago: Goodwill Rehabilitation Center, 1975.

Describes the VEGAS system, a four week vocational exploration guidance and assessment program.

2157 DuRand, L., & DuRand, J., The affirmative industry. St. Paul, Minnesota: Minnesota Diversified Industries, 1978.

This manual details the philosophy, management, operations, sales and marketing, and finance for Minnesota Diversified Industries, a rehabilitation organization in Minnesota which stresses affirmative action in the employment/rehabilitation of its employees.

2158 Roessler, R., & Means, B., Personal achievement skills training for the visually handicapped. Fayetteville, Arkansas: University of Arkansas, Arkansas Rehabilitation Research and Training Center, 1977.

Personal achievement skills training for the visually handicapped is a structured group counseling approach for clients in the areas of interpersonal skills and problem solving. An audiotape is included with the manual.

2159 Sankovsky, R., Relating the client or worker to the work environment through behavioral technology. Paper presented at the Think Tank Conference on Work Adjustment, Rehabilitation Training Project, New York State School of Industrial and Labor Relations, Cornell University, Ithaca, New York, August, 1975.

This paper addresses itself to some of the behavioral technology identified or used in rehabilitation settings to prepare a handicapped individual for the world of work. Three approaches to solving adjustment problems are discussed: the informational or experiential approach, the counseling or verbal intervention approach, and the behavioral intervention approach.

2160 Schalock, R., Basic skills screening test standardization manual. Hastings, Nebraska: Mid-Nebraska Mental Retardation Services, 1979.

Companion document to bibliography item 1846 - Basic Skills Screening Test. Provides instructions for use of the test and includes standardization information.

2161 Schalock, R., Independent living screening test: Standardization manual. Hastings, Nebraska: Mid-Nebraska Mental Retardation Services, 1979.

Companion document to bibliography item 1844 - Independent Living Screening Test. Provides instructions for use of the test and includes standardization information.

2162 Alfred, W., An inventory of job options for persons with upper extremity impairments and less than a college education. Houston, Texas: Baylor College of Medicine, Rehabilitation Research and Training Center, 1979.

Contains an inventory of jobs which have been performed successfully by persons with upper extremity impairments and with less than a college education. Potential uses listed include: for use in developing job options or placement goals, for use by vocational evaluators in developing appropriate work samples for persons with upper extremity impairments, for use by rehabilitation engineers to identify jobs which can be modified, for business personnel to determine what types of jobs are available within their companies for handicapped, and finally, for the handicapped to use to learn about the range of job options available.

2163 Bitter, J., Introduction to rehabilitation. St. Louis, Missouri: C. V. Mosby Company, 1979.

Intended to serve as an overview of rehabilitation as practiced in the United States. This book reflects past and present state of the art in the public-private rehabilitation program. Section one provides background in format - history, philosophy, etc. Section two describes rehabilitation clients, medical terminology, and disabling conditions. Section three describes rehabilitation methods, including an overview of current vocational evaluation techniques.

2164 Appalachia Educational Laboratory, Worker trait group index to the Encylopedia of Careers. Bloomington, Illinois: McKnight Publishing Company, 1978.

This index can be used to locate occupational information in the Encylopedia of Careers (J. G. Ferguson Co.-publisher) which are related to worker trait groups from the Dictionary of Occupational Titles (4th edition).

2165 Appalachia Educational Laboratory, Worker trait group index to the Occupational Outlook Handbook. Bloomington, Illinois: McKnight Publishing Company, 1978.

This index can be used to locate occupational information in the Occupational Outlook Handbook (U. S. Department of Labor - publisher) which are related to worker trait groups from the Dictionary of Occupational Titles (4th edition).

2166 Crewe, N., Athelstan, G., & Bower, A., Employment after spinal cord injury: A handbook for counselors. Minneapolis, Minnesota: University of Minnesota, Department of Physical Medicine and Rehabilitation, 1978.

The purpose of this publication is to generate new ideas about employment options available to quadriplegics and paraplegics. Some of the chapter topics include: methods for enhancing employability (personnel adjustment, living arrangements, etc.) job modifications, vocational possibilities, and vocational bibliographies of spinal cord injured individuals. Appendices include: jobs requiring minimal physical abilities, jobs requiring limited general education, and jobs requiring limited specific vocational preparation.

2167 Karan, O., Graduated habilitation programming for the severely developmentally disabled. In O. Karan (Ed.), Habilitation practices with the severely developmentally disabled: Volume 2. Madison, Wisconsin: University of Wisconsin-Madison, Research and Training Center in Mental Retardation, 1977.

Describes the Crisis Intervention Center at the Research and Training Center, Madison, Wisconsin, in which clients who have been declared ineligible for VR services are about to be terminated, or are not considered to be suitable for VR services, are provided services within a clinical applied research framework in which the primary emphasis is placed on the assessment treatment and adjustment of the client.

2168 Jones, S., Sequential habilitation training: Stepping into the community. In O. Karan (Ed.), Habilitation practices with the severely developmentally disabled: Volume 2. Madison, Wisconsin: University of Wisconsin-Madison, Research and Training Center in Mental Retardation, 1977.

The program described is conducted at the Central Wisconsin Center for the Developmentally Disabled in Madison, Wisconsin. All residents are severely/profoundly retarded. A sequential vocational training program attempts to prepare severely and profoundly retarded adolescents and adults for entrance into community sheltered workshops and eventual community living situations.

2169 Andriano, T., The volunteer model of vocational habilitation as a component of the deinstitutionalization process. In O. Karan (Ed.), Habilitation practices with the severely developmentally disabled: Volume 2. Madison, Wisconsin: University of Wisconsin-Madison, Research and Training Center in Mental Retardation, 1977.

A new direction in volunteerism is suggested which would enable some institutionalized persons to reverse their roles as recipient by assuming an active position as a community volunteer. A demonstration project which used a non-profit organization as a setting in which mentally retarded adolescents and adults served as volunteers is presented.

2170 Bernstein, G., & Karan, O., Obstacles to vocational normalization for the developmentally disabled. In O. Karan (Ed.), Habilitation practices with the severely developmentally disabled: Volume 2. Madison, Wisconsin: University of Wisconsin-Madison, Research and Training Center in Mental Retardation, 1977.

Obstacles which interfere with the successful vocational rehabilitation of severely developmentally disabled persons are identified, discussed, and recommendations made for reduction or elimination of such obstacles.

2171 Bates, P., & Wehman, P., Behavior management with the mentally retarded: An empirical analysis of the literature. In O. Karan (Ed.), Habilitation practices with the severely developmentally disabled: Volume 2. Madison, Wisconsin: University of Wisconsin-Madison, Research and Training Center in Mental Retardation, 1977.

The purpose of this article is to provide a descriptive analysis of behavior management research studies which have been performed with mentally retarded subjects. The review included articles published within a recent five year period. An analysis provides a representative sample of behavior management, problems which are frequently characteristic of the mentally retarded.

2172 Bates, P., & Harvey, J., Social skills training with the mentally retarded. In O. Karan (Ed.), Habilitation practices with the severely developmentally disabled: Volume 2. Madison, Wisconsin: University of Wisconsin-Madison, Research and Training Center in Mental Retardation, 1977.

The first purpose of this paper is to review the research conducted during the last ten years which has involved social skills training with the mentally retarded. A second purpose is to propose a conceptual model of social skills.

2173 Karan, O., Extending vocational habilitation programming aids beyond the training setting: Methods for maintaining training gains in severely developmentally disabled adults. In O. Karan (Ed.), Habilitation practices with the severely developmentally disabled: Volume 2. Madison, Wisconsin: University of Wisconsin-Madison, Research and Training Center in Mental Retardation, 1977.

Presents a discussion of the ability of professionals to train clients in skill development and the problem of maintaining these skills in other places following the actual training.

2174 Schloss, P., Programmatic and ecological influences on adaptive behavior in competitive employment. In O. Karan (Ed.), Habilitation practices with the severely developmentally disabled: Volume 2. Madison, Wisconsin: University of Wisconsin-Madison, Research and Training Center in Mental Retardation, 1977.

This paper examines two major elements which may promote the success of an individual moving from sheltered to competitive. The first is the identification and utilizing of procedures which will enhance generalization to competitive employment. The second is the possible restructuring of job placements to insure that the employment environment is capable of maintaining and strengthening adaptive work behaviors.

2175 Robertson, J., et al., Woodworking skill acquisition: A multiple baseline demonstration of program effectiveness. In O. Karan (Ed.), Habilitation practices with the severely developmentally disabled: Volume 2. Madison, Wisconsin: University of Wisconsin-Madison, Research and Training Center in Mental Retardation, 1977.

The purpose of this study was to empirically investigate six woodworking programs involving profoundly retarded young adults. Program adaptations described include increasing incentives, breaking task components into smaller units training only one step of the sequence at a time using a backward chaining strategy increasing the number of training sessions altering equipment and materials for training, and revising the data collection procedure.

2176 Clees, T., Renzaglia, A., & Bates, P., Decreasing a workers off task behavior via a contingent work withdrawal strategy: The Tom Sawyer effect. In O. Karan (Ed.)., Habilitation practices with the severely developmentally disabled: Volume 2. Madison, Wisconsin: University of Wisconsin-Madison, Research and Training Center in Mental Retardation, 1977.

Describes a study to demonstrate the utility of a work withdrawal strategy for decreasing work competing behavior. Also reviews literature which has studied other approaches to develop work behaviors with the severely and profoundly retarded.

2177 Bates, P., Renzaglia, A., & Clees, T., The effect of self-administered reinforcement and a changing criterion design on the work production rate of a profoundly retarded worker. In O. Karan (Ed.), Habilitation practices with the severely developmentally disabled: Volume 2. Madison, Wisconsin: University of Wisconsin-Madison, Research and Training Center in Mental Retardation, 1977.

A case study is described in which the client self-administered reinforcement upon completion of a unit task (pennies). The criterion was then changed so that the client had to complete a predetermined number of unit tasks in a certain period of time in order to self-administer the reinforcement.

2178 Bates, P., Renzaglia, A., & Clees, T., The effect of a changing criterion on work production and task attention. In O. Karan (Ed.), Habilitation practices with the severely developmentally disabled: Volume 2. Madison, Wisconsin: University of Wisconsin-Madison, Research and Training Center in Mental Retardation, 1977.

Describes a case study in which a client's work production and attention to task was increased through changing criterion design.

2179 Bates, P., Renzaglia, A., & Clees, T., The effect of a changing criterion design on production quantity and quality: The utility of a double criterion contingency. In O. Karan (Ed.), Habilitation practices with the severely developmentally disabled: Volume 2. Madison, Wisconsin: University of Wisconsin-Madison, Research and Training Center in Mental Retardation, 1977.

A case study described which demonstrates the effectiveness of a changing criterion design for both quality and quantity of production.

2180 Karan, O., et al., A model of extended evaluation for severely handicapped developmentally disabled persons. In O. Karan (Ed.), Habilitation practices with the severely developmentally disabled: Volume 2. Madison, Wisconsin: University of Wisconsin-Madison, Research and Training Center in Mental Retardation, 1977.

This paper presents an evaluation model which provides a close and interactive conceptual link between the evaluation and treatment process. Use of this model requires that the evaluator: (1) identify the behavior to be evaluated, (2) specify the environmental setting and the conditions within that setting in which the assessment will be conducted, (3) identify the appropriate behavior(s) required in the particular setting and (4) select an appropriate method for observing the client's behavior. Appendices are included which can be used as aids in identifying problems, assessment strategies, treatment strategies, and a program and trouble shooting checklist.

2181 Harvey, J., et al., Establishing adequate production and appropriate work related behaviors in a multiply handicapped developmentally disabled adult with no previous work experience. In O. Karan (Ed.), Habilitation practices with the severely developmentally disabled: Volume 2. Madison, Wisconsin: University of Wisconsin-Madison, Research and Training Center in Mental Retardation, 1977.

A method of serving the severely developmentally disabled with specific reference to vocational evaluation is demonstrated through a case study incorporating training of required skills and behaviors as an integral part of the program.

2182 Harvey, J., VanMarche, D., & Karan, O., The use of self-prepared feedback, social incentives, and high preference activities for increasing production rate of a chronically underachieving worker. In O. Karan (Ed.), Habilitation practices with the severely developmentally disabled: Volume 2. Madison, Wisconsin: University of Wisconsin-Madison, Research and Training Center in Mental Retardation, 1977.

In this study the client brought his daily production record to the supervisor, calculated his own hourly rate, and plotted his daily performance on a graph. Production increased over the experiment's time period.

2183 Harvey, J., et al., An ecological behavioral perspective for improving the work habits of a moderately retarded woman. In O. Karan (Ed.), Habilitation practices with the severely developmentally disabled: Volume 2. Madison, Wisconsin: University of Wisconsin-Madison, Research and Training Center in Mental Retardation, 1977.

In this study work behavior change was achieved through a cooperative effort involving reinforcement by both workshop personnel and personnel in the client's residential setting.

2184 Fraser, V., et al., The real problems of behavioral programming in the real world: The case of the accidental withdrawal design. In O. Karan (Ed.), Habilitation practices with the severely developmentally disabled: Volume 2. Madison, Wisconsin: University of Wisconsin-Madison, Research and Training Center in Mental Retardation, 1977.

This case illustrated how an apparently successful intervention was inadvertently reversed due to changes in staff. A second change in staff brought personnel who successfully reactivated the program.

2185 Walter, J., Schloss, P., & Bernstein, G., A job seeking skills curriculum for developmentally disabled adults. In O. Karan (Ed.), Habilitation practices with the severely developmentally disabled: Volume 2. Madison, Wisconsin: University of Wisconsin-Madison, Research and Training Center in Mental Retardation, 1977.

This section contains a curriculum designed to teach independent job seeking skills needed for employment. Sections include: investigation of individual job interests, tapping resources for job leads, calling for an interview, writing a letter of application, preparing a basic resume, completing a job application form, and preparing for an interview.

2186 Bernstein, G., & Schmidt, R., A social skills curriculum with a vocational orientation. In O. Karan (Ed.), *Habilitation practices with the severely developmentally disabled: Volume 2*. Madison, Wisconsin: University of Wisconsin-Madison, Research and Training Center in Mental Retardation, 1977.

The program described is designed to teach social skills necessary to maintain unskilled and semiskilled employment. Training techniques utilized include instruction, modeling, rehearsal, and feedback.

2187 Harvey, J., The potential of relaxation training for the mentally retarded. In O. Karan (Ed.), *Habilitation practices with the severely developmentally disabled: Volume 2*. Madison, Wisconsin: University of Wisconsin-Madison, Research and Training Center in Mental Retardation, 1977.

This paper discusses a practical method for teaching diaphragmatic breathing, a procedure that has been found to be useful in achieving relaxation.

2188 Harvey, J., et al., Relaxation training and cognitive behavioral procedures to reduce violent temper outbursts in a moderately retarded woman. In O. Karan (Ed.), *Habilitation practices with the severely developmentally disabled: Volume 2*. Madison, Wisconsin: University of Wisconsin-Madison, Research and Training Center in Mental Retardation, 1977.

In this article, relaxation training and cognitive behavioral procedures serve as parts of a training package for establishing self-control in a moderately retarded woman prone to violent temper outbursts.

2189 Harvey, J., & Berry, D., The applied use of electromygraphic biofeedback based relaxation training with developmentally disabled adults: A pilot study. In O. Karan (Ed.), *Habilitation practices with the severely developmentally disabled: Volume 2*. Madison, Wisconsin: University of Wisconsin-Madison, Research and Training Center in Mental Retardation, 1977.

The following report presents the results of a pilot study in which two mentally retarded individuals were given instructions in the self-regulation of anxiety via treatment including breath control relaxation training, EMG biofeedback and cognitive coping procedures.

2190 Brolin, J., & Webster, D., Job modification in vocational evaluation. *Vocational Evaluation and Work Adjustment Bulletin*, 1979, *11*(3), 7-12.

This article defines job modification in vocational rehabilitation and discusses its implications for vocational evaluators. Four methods of modification are discussed: modifying the environment, modifying the process, modifying the machine, and modifying the man.

2191 Cuvo, A., Validating task analyses of community living skills. *Vocational Evaluation and Work Adjustment Bulletin*, 1978, *11*(3), 13-21.

A model for analyzing and validating tasks relevant to community living is presented and discussed.

2192 Coffey, D., & Hansen, G., Vocational evaluator role clarification. *Vocational Evaluation and Work Adjustment Bulletin*, 1978, *11*(3), 22-28.

Results of a study are presented in which vocational evaluators, educators, and students were asked to identify statements defining the role and work tasks of the vocational evaluator.

2193 McDaniel, R., & Couch, R., Content and source analysis of the VEWAA Bulletin, 1971-1977. *Vocational Evaluation and Work Adjustment Bulletin*, 1979, *13*(3), 29-34.

The purpose of this study was to examine the content types and sources of VEWAA Bulletin articles for the seven year period 1971-1977. The articles were categorized by broad subject areas such as research, reviews, and position papers.

2195 McCray, P., The Individual Evaluation Plan. In A Sax (Ed.), Innovations in vocational evaluation and work adjustment. *Vocational Evaluation and Work Adjustment Bulletin*, 1978, *11*(3), 40-42.

Reviews the document entitled *The Individual Evaluation Plan* published by the Materials Development Center.

2196 Bellamy, T., O'Connor, G., & Karan, O., (Eds.), *Vocational rehabilitation of severely handicapped persons*. Baltimore, MD: University Park Press, 1979.

This collection of readings provides an overview of efforts to include severely handicapped adults in the occupational mainstream of community life. Chapter topics include: legal strategies to secure legal services for the severely handicapped, interaction between evaluation and training, a process model for diagnostic assessment, sheltered workshops in the next decade, productivity in sheltered employment, application of experimental behavior analysis in vocational training, developing a work ethic in the severely handicapped, behavior analysis in natural environment as it applies to vocational training and placement, a model for a food service vocational training program, community living skills, and skill oriented prevocational training for the trainable and severely mentally impaired.

2197 Irvin, L., & Halpern, A., A process model of diagnostic assessment. In G. Bellamy, et al., (Eds.), Vocational rehabilitation of severely handicapped persons. Baltimore, MD: University Park Press, 1979.

This article reviews the nature of current diagnostic assessment practices within the context of rehabilitation services provided to retarded persons, examines the utility of such practice for application with severely retarded individuals, and discusses an alternative model to meet the needs of this population.

2198 Horner, R., & Bellamy, G., Structured employment: Productivity and productive capacity. In G. Bellamy, et al., (Eds.), Vocational rehabilitation of severely handicapped persons. Baltimore, MD: University Park Press, 1979.

This article focuses on two topics: work productivity and severely retarded adults. The purpose is to explore this relationship and suggest a strategy which may be useful in assisting severely handicapped adults to work productively.

2199 Crosson, J., & Pine, A., The application of experimental behavior analysis in vocational training for the severely handicapped. In G. Bellamy, et al., (Eds.), Vocational rehabilitation of severely handicapped persons. Baltimore, MD: University Park Press, 1979.

This chapter described a research methodology which has potential for direct application to the acquisition and analysis of vocational behaviors in the severely retarded.

2200 Martin, A., Flexer, R., & Newberry, J., The development of a work ethic in the severely retarded. In G. Bellamy, et al., (Eds.), Vocational rehabilitation of severely handicapped persons. Baltimore, MD: University Park Press, 1979.

Examines studies on development of work ethic in severely retarded clients i.e., to establish associations in amount of production, amount of money earned, and what earned money can be used for.

2201 Albin, T., Stark, J., & Keith, K., Vocational training and placement: Behavior analysis in the natural environment. In G. Bellamy, et al., (Eds.), Vocational rehabilitation of severely handicapped persons. Baltimore, MD: University Park Press, 1979.

Reviews historical attempts in developing training and placement strategies for the severely developmentally disabled.

2202 Fredericks, H., et al., Community living skills - curriculum, clients, and trainers. In G. Bellamy, et al., (Eds.), Vocational rehabilitation of severely handicapped persons. Baltimore, MD: University Park Press, 1979.

Defines the scope of community living skills and provides a sample curriculum which can be utilized to teach such skills. A training model is presented to train activity center staff and group home staff in order to conduct individual programs, maintain data, and produce changes in client's lives.

2203 Association of Rehabilitation Facilities, Projects with industry training manual. Washington, D.C.: Author, 1979.

The information contained in this booklet is designed to serve as a basic resource to facilities selected for participation in the ARF/PWI program. Sections include: background, concept, models, and goals of Projects with Industry, advisory council, program start-up, funding and problem areas.

2204 Morrow, J., An introduction to career planning. Asheville, North Carolina, Thomas Rehabilitation Hospital, 1976.

The purpose of this document is to provide an overview of the career development process - the role of self-concept, occupational attitudes, aptitudes, interests, and the impact of handicaps. Holland's theory of vocational choice is examined as it relates to vocational choice.

2205 Barton, E., Work evaluation handbook. Sacramento, California: Department of Rehabilitation, Community Resources Development Section, 1978.

This handbook includes a compilation of lecture and discussion outlines, handout reference materials, and selected readings over a twenty year period. The document is intended for use in group in-service, or as a text for individual study. Major sections include general concepts of vocational evaluation, critical employment behaviors, situational assessment, work sampling, writing, evaluation reports, and the client's role in the evaluation process.

2206 Godley, S. (Ed.), New directions in placement, Rev. of Vandergoot, D., et al., New directions for placement related research and practice in the rehabilitation process and Vandergoot, D., et al., A compendium of placement related literature. Vocational, Evaluation, and Work Adjustment Bulletin, 1979, 12(2), 28-29.

Reviews above named publications.

2208 Munger, S., Handbook for the use of basic job skills: Final technical report. Allison Park, PA: Synectics Corporation, 1977.

This is the technical description of a project which developed a handbook for counselors and placement officers in dealing with the problems of finding jobs for persons who are mentally retarded, slow learners, persons with specific learning disabilities, and persons who are otherwise deficient in academic and vocational ability. (See 1913 and 1914.)

2210 Garwick, G., & Brintnall, J. Self-goaling. Minneapolis, Minnesota: Technical Assistance for Program Evaluation, 1978.

This step-by-step manual is designed to help people who are not experts, set goals for themselves and others. It's based on the Goal Attainment Scaling System by the same authors.

2211 Flexer, R., & Boyd, K., Teaching money skills to the mentally retarded person. Revised edition. Lubbock, Texas, Texas Tech University, Research and Training Center in Mental Retardation, 1979.

Originally published in 1976, this revised edition includes program goals, training paraprofessionals, money skills evaluation, assigning objectives, identifying coins and their values, counting with coins of the same value, combining coins of different values, and counting change to $1.00.

2212 Information Service and Documentation Center, Stiftung Rehabilitation, Vocational evaluation and work adjustment. Heidelberg, Germany: Author, 1978.

A bibliography of titles related to the subjects of vocational evaluation and work adjustment. Entries in both German and English.

2213 Bruno, L., Intake and assessment: CETA program models. Washington, D.C.: U.S. Department of Labor, Employment and Training Administration, 1978.

Reviews and discusses elements of the intake and assessment process as it applies to CETA programs.

2214 Geist, C., & McMahon, B., Job modification, job restructuring, and job engineering for severely disabled persons. Conference proceedings, Region V, short term training conference. Illinois Institute of Technology, 1979.

Contains a number of conference proceedings articles in practical approaches to design of rehabilitation products, rehabilitation engineering, and job modification.

2216 Jones, R., Work evaluation in the public schools. Florida Vocational Journal, 1979, 27-29.

Describes a work evaluation program in a school setting - identifying students who need evaluation, conducting a job survey and the written prescription following the evaluation.

2217 Bellamy, G., Horner, R., & Inman, D., Vocational habilitation of severely retarded adults. Baltimore, MD: University Park Press, 1979.

Describes and illustrates procedures for vocational habilitation of severely retarded adults. Presents procedural guidelines for task design and analysis, vocational training (teaching difficult steps, chain training, generalization of stimulus control to the natural work setting), production supervision (production environment increasing and maintaining work rate and changing work behavior).

2218 Mallik, K., & Mueller, J., Vocational aids and enhanced productivity of the severely disabled. Devices and systems for the disabled. Philadelphia, PA: Temple University Health Sciences Center, Moss Rehabilitation Hospital, Krusen Center for Research and Engineering, 1975.

The Rehabilitation Research and Training Center of The George Washington University in Washington, D.C., has demonstrated that a group of severely disabled persons are competitively productive in a variety of occupations. The client/job matching process reveals environmental and physical deficiencies necessary for job performance. Cost-effective modification of the environment is employed to enhance the client's functional ability.

2219 Boswell, W., VGRS Projects with industry. Cleveland, Ohio: Vocational Guidance and Rehabilitation Service, n.d.

This document describes the Projects with Industry program at Vocational Guidance and Rehabilitation Service and covers the following topics: program operations, selling the concept, client vacancies within a host company, on site counselor, client screening for PWI participation, client wages, program duration, and problem areas.

2220 Rossit, E., Determination of handicapped crew worker productivity. Journal of Rehabilitation, 1977, 43(4), 17-19.

Emphasizes that clients in a sheltered workshop are to be paid according to productivity and at the prevailing wage for similar work in the community. Discusses methods for determining individual worker productivity to determine pay level.

2221 Azrin, N., & Philip, R., The job club method for the job handicapped: A comparative outcome study. Rehabilitation Counseling Bulletin, 1979, 23(2), 144-155.

In their article, the authors compare the Job Club method with an alternative method, using 154 clients who had job-finding problems, such as physical, emotional, intellectual, and social handicaps, or long-term unemployment. The results suggest that virtually all handicapped or "hard-core" unemployed persons can obtain and retain a job under an intensive Job Club program.

2224 Botterbusch, K. (1980). A comparison of commercial vocational evaluation systems. Menomonie, WI: University of Wisconsin-Stout, Stout Vocational Rehabilitation Institute, Materials Development Center.

This publication compares and provides details about 14 commercially available vocational evaluation systems now on the market. Its purpose is to present an objective comparison of the available systems so that potential purchasers can examine each system in light of their own needs. Included are the following: Comprehensive Occupational Assessment and Training System (COATS); Hester Evaluation System; McCarron-Dial Work Evaluation System; Micro-TOWER; Philadelphia Jewish Employment and Vocational Service; Pre-vocational Readiness Battery (Valpar); Talent Assessment Program; TOWER System; Valpar Component Work Sample Series; Singer Vocational Evaluation System; Vocational Information and Evaluation Work Samples; Vocational Interest Temperament and Aptitude System; Vocational Skills Assessment and Development Program; and Wide Range Employability Sample Test (WREST). (This publication supersedes A Comparison of Seven Vocational Evaluation Systems and A Comparison of Four Vocational Evaluation Systems.)

2225 Fry R. (Ed.). (1980). Work evaluation and adjustment: An annotated bibliography, 1979 supplement. Menomonie, WI: University of Wisconsin-Stout, Stout Vocational Rehabilitation Institute, Materials Development Center.

The above bibliography, which contains 141 entries, includes primarily the literature produced in 1979. This and the previous bibliographies serve as a reference to the literature in work evaluation and adjustment and as a catalog to the loan literature from MDC. Both a KWOC (keyword-out-of-context) and a subject type index are included to aid the user in quick identification of annotations related to a particular area. The indexes include the titles and/or accession numbers of all documents listed in this and the previous bibliographies.

2226 Esser, T. (1980). Gathering information for evaluation planning. Menomonie, WI: University of Wisconsin-Stout, Stout Vocational Rehabilitation Institute, Materials Development Center.

This publication has been written to provide rehabilitation professionals with the needed information and structure for conducting client information-gathering prior to beginning vocational evaluation services. Although the emphasis is on the information-gathering process as related specifically to vocational evaluation, the material presented is relevant to the planning and selection of services throughout the vocational rehabilitation delivery system.

This publication is divided into two major parts. The title emphasizes the activity of collecting client information for use in planning, and a substantial part of the manuscript addresses this activity, including presentation of a model for structuring the information-gathering process. The second part demonstrates how the collected information is analyzed in order to develop "referral" or evaluation questions. A number of examples are presented to better illustrate this process and its underlying concepts.

2227 Robinson, C. (1979). The Dictionary of Occupational Titles in vocational assessment: A self-study manual. Menomonie, WI: University of Wisconsin-Stout, Stout Vocational Rehabilitation Institute, Materials Development Center.

This self-instructional manual is designed to assist professionals in vocational rehabilitation in the effective use of the fourth edition of the Dictionary of Occupational Titles. The beginning section provides instruction in the content, format, and use of the DOT. The second section instructs in the use of other materials which supplement the DOT and how this information can be used to compare client characteristics with those required for various occupations.

2228 Sioux Vocational School. (1979). Independent living evaluation-training program (Reprint Series No. 16). Menomonie, WI: University of Wisconsin-Stout, Stout Vocational Rehabilitation Institute, Materials Development Center.

The purpose of this evaluation/training program is threefold: 1) The program and the accompanying functional academic pretests can be used to evaluate the client's strengths and needs in independent living skills. 2) It and the accompanying pretests and task analyses can serve as a guide for individual client programming and training in independent living skills. 3) It and the accompanying pretests and task analyses can serve as a basis of reevaluation to determine and document client's progress on a regular or scheduled basis. Program areas include personal hygiene/grooming, housekeeping, laundry/clothing care, functional academics, personal/social skills, food preparation/cooking, mobility and health/safety.

The program and the assessment/training materials contained in this publication were developed by the Sioux Vocational School, Sioux Falls, South Dakota, as one means of giving objective measures to the general concept of independent living skills.

2366 Hershenson, D. (1979). Work behavior development and placement. In D. Vandergoot & J. Worrall (Eds.), Placement in rehabilitation (pp. 59-70). Baltimore, MD: University Park Press.

The purpose of this chapter has been to present a model for the placement process that takes into account both a person's internal level of work behavior development and the external realities of finding a job. Suggests that preparing for placement must be conceived of as a sequential process rather than as a single act. The system described also indicates how work readiness might be defined in terms of vocational/psychological concepts.

2370 Engelkes, J. (1979). Job analysis in vocational rehabilitation. In D. Vandergoot & J. Worrall (Eds.), Placement in rehabilitation (pp. 127-141). Baltimore, MD: University Park Press.

This chapter illustrates how job analysis can be specifically related to many activities within the rehabilitation process. Also stresses that job analysis, when used to plan for job restructuring, can provide counselors and employers with an opportunity to collaborate in developing advancement opportunities. This chapter provides further evidence of the value of viewing the rehabilitation professional's role as an information broker. Presents two illustrations of job analysis procedures. These have been developed for the busy rehabilitation practitioner who has heavy caseload requirements.

2371 Mallik, K. (1979). Job accommodation through job restructuring and environmental modification. In D. Vandergoot & J. Worrall (Eds.), Placement in rehabilitation (pp. 143-165). Baltimore, MD: University Park Press.

This chapter on accommodations cautions that the job analyzer must be careful not to let concern for the placement of a particular client interfere with an objective job analysis. This point does not negate the use of job analysis for planning individual rehabilitation, but it places appropriate emphasis on the need for objectivity. This chapter also illustrates how rehabilitation can benefit from the expertise of bioengineering. Catalogues, in one document, many commercial devices relevant for overcoming a variety of functional limitations.

2375 Jewish Vocational Service. (1964). Work evaluation, training, and placement project for older disabled workers. (Final report, RD-478-60). Kansas City, MO: Author.

Describes the program to achieve employment for older disabled individuals from its inception, with an account given of the population served and their personal characteristics. The services offered in this rehabilitation process, such as evaluation, work adjustment, training and job placement, are expanded upon and reviewed. Emphasis is given on supporting a community pattern for rehabilitation services. The appendix section offers many tables depicting data gathered from the study in support of the program.

2388 Stone, C., & Geppert, C. (1979). Job interviewing skills training: An empirical investigation of two methods. Rehabilitation Counseling Bulletin, 22(5), 396-401.

The purpose of this study was to determine the effectiveness of two remedial training programs in job interviewing skills; role playing and one component of a commercially available training package, the MDC Job Quest Series. A second research interest was to determine the effectiveness of role playing when a Quest program was added to it. The methods used in the study are described in detail with the conclusions drawn from the study listed. Recommended training procedures are expanded upon using the data developed from the study.

2399 Stevens, W., & Tornatzky, L. (1976). The effects of a job-interview skills workshop on drug abuse clients. Journal of Employment Counseling, 13(4), 156-163.

This study describes a field experiment that tested the hypothesis that a job-interview skills workshop would improve the employment status of subjects with drug-abuse problems. The experimental group received training in behavioral interview skills, i.e., personal appearance, telephone skills, and a control group received none. The methods used in the study and the results obtained are thoroughly discussed. The implications and conclusions drawn from the study are analyzed and evaluated, with emphasis given on how we can use this data to improve the job-seeking skills of the drug-abuse client and other unemployed groups.

2412 Sandler, J., & Turner, W. (1973). Vocational preparation of the hardcore unemployed: The token economy. Rehabilitation Counseling Bulletin, 17(2), 79-91.

This article describes a demonstration project designed to assist in the upgrading of job skills among hardcore, inner-city, underemployed clients. This project could work for many who are handicapped, either physically, mentally, or socially. The token economy procedure is described and its use in the present study is detailed. Several case studies and the results of a preliminary evaluation are presented. There is tentative evidence to suggest that such procedures may serve a useful purpose in upgrading job skills among various groups.

2417 Multi Resource Centers, Inc. (1971). Job seeking skills reference manual. Minneapolis, MN: Author.

This manual has been designed to make you a specialist in teaching Job Seeking Skills (JSS). It is divided into six sections with specific objectives and criteria for each. Section I - Background and Criteria; Section II - The Application Blank; Section III - The Asset Review; Section IV - Ability to Answer Problem Questions in Job Interview; Section V - The Interview-Appearance, and Section VI - Interviewing Manners. The specialist will be able to develop his own techniques for teaching the skills to applicants after he familiarizes himself with this reference manual.

2420 Rehabilitation Research Institute, University of Florida, Gainesville, Florida. (1978). Engineering aids reduce barriers to employment for severely handicapped clients. Rehab Brief, 1(8).

This brief focused on the severely handicapped and how technological advances could help them become competitively employed. A three-year project conducted at the Job Development Laboratory, George Washington University, in which 116 clients were evaluated and 79 of them eventually placed is discussed in detail. Emphasis was given on designing custom equipment specifically made for each client to compensate for the disabling condition. The project has far-reaching implications for rehabilitation personnel to aid them in securing employment for severely disabled clients.

2425 Korn, T., et al. Using job forecasting in vocational rehabilitation. Lincoln, NE: Nebraska Division of Vocational Rehabilitation.

Discusses the concept of "job-man-match," where the process of examining a client's vocational characteristics in relation to occupational characteristics and then examining occupational characteristics in relation to client characteristics is undertaken. Believes that knowledge of occupational projection information and the ability to apply it in vocational counseling and planning with the disabled can prevent or reduce some of the problems associated with client placement at the end of the rehabilitation process. Discusses how projections and forecasts are developed. Industrial forecasts, which identify those industries in which growth (or decline) is expected to occur and occupational duties and environmental forecasts are discussed.

2441 Wehman, P. (1981). Competitive employment: New horizons for severely disabled individuals. Baltimore, MD: Paul H. Brookes Publishers, Inc.

This book is about designing and implementing vocational programs that result in placing clients in nonsheltered competitive work environments. The chapters focus on moderately and severely disabled individuals who traditionally have been underserved or excluded from rehabilitation, vocational education, or special education services. All disabilities are included, although the reader will note a clear emphasis on mental retardation and cerebral palsy disabilities. The training and placement procedures and general philosophy advocated in this text reflect the author's experience with Project Employability, a demonstration project, funded by the Virginia Department of Rehabilitative Services, devoted to job placement of severely disabled individuals.

2442 Wehman, P. (1981). Introduction. In P. Wehman, Competitive employment: New horizons for severely disabled individuals (pp. 1-16). Baltimore, MD: Paul H. Brookes Publishers, Inc.

The purpose of this introductory chapter is threefold. First, the philosophical rationale for competitive employment as a major, rather than minor, aspect of vocational habilitation is delineated. Second, an outline and description of a job training and placement model are presented and briefly discussed as a forerunner to the subsequent chapters in the book. Third, the specific population, severely disabled persons, is defined and described to avoid reader confusion.

2443 Wehman, P. (1981). Assessment of employability: An ecological approach. In P. Wehman, Competitive employment: New horizons for severely disabled individuals (pp.17-44). Baltimore, MD: Paul H. Brookes Publishers, Inc.

This chapter presents an approach to assessment that goes beyond traditional psychometric techniques and instead calls for evaluation of critical factors in the client's environment that can and do influence his or her long term employability. Four major spheres of influence are discussed: (1) client's vocational capabilities, (2) client's independent living capabilities, (3) client's parent (surrogate or real) attitudes and behavior, and (4) client's work environment inventory. It raises issues, asks questions, and will stimulate vocational instructors and evaluators to verify what is being assessed and how it fits into the job placement of the individual.

2444 Wehman, P. (1981). Training for competitive employment. In P. Wehman, Competitive employment: New horizons for severely disabled individuals (pp 45-75). Baltimore, MD: Paul H. Brookes Publishers, Inc.

In this chapter there are four topics covered. First, four predominant models of vocational training for severely disabled individuals are discussed. Second, the major elements of a vocational training program that leads to competitive employment are described. Third, specific problems that arise in on-the-job training programs are identified along with selected training techniques that may remediate these programs. Finally, several case studies of severely disabled individuals working for the first time in competitive employment situations are described.

2446 Wehman, P. (1981). Job retention. In P. Wehman, Competitive employment: New horizons for severely disabled individuals (pp. 93-110). Baltimore, MD: Paul H. Brookes Publishers, Inc.

The fading strategies discussed in this chapter were developed to facilitate the reduction of staff time required in helping severely disabled adults maintain competitive employment. All of the strategies discussed may not be necessary for every client, yet when needed, they can be levers for removing obstacles. The role of advocacy in job retention is discussed. Specific data were presented indicating the intervention time spent for each client placed by Project Employability over a nine-month period. The data support the cost effectiveness of on-the-job training for severely disabled adults.

2447 Wehman, P. (1981). Employer, co-worker, and parent perceptions of severely disabled workers. In P. Wehman, Competitive employment: New horizons for severely disabled individuals (pp. 117-155). Baltimore, MD: Paul H. Brookes Publishers, Inc.

The purpose of this chapter is to discuss the role and impact of employers, co-workers, and parents in the job placement and retention of severely disabled workers. Data from Project Employability are reported in the form of several surveys of employer and parent perceptions of the severely disabled worker. Ongoing evaluation reports from these people, collected over a yearly period, were also discussed. Lists several guidelines for developing, improving, and maintaining good relations with employers.

2448 Wehman, P. (1981). Development of nonvocational skills. In P. Wehman, Competitive employment: New horizons for severely disabled individuals (pp. 157-179). Baltimore, MD: Paul H. Brookes Publishes, Inc.

This chapter discusses a general curriculum strategy for selecting nonvocational social and community skills for instruction to severely disabled individuals. The basic philosophy of the chapter is that severely disabled persons may not be able to enter or retain employment without competence in selected nonvocational skills. Also provides information on communication, transportation, social interaction, job interview, personal care, and academic skills. No attempt was made to treat any of these areas in depth (other than job interviewing, for which a case study of teaching job interview skills to four retarded adults was presented), as a detailed discussion of these skills areas is beyond the scope of this text.

2449 Wehman, P. (1981). Model programs in competitive employment. In P. Wehman, Competitive employment: New horizons for severely disabled individuals (199-237). Baltimore, MD: Paul H. Brookes Publishers, Inc.

This chapter has been developed to present selected employment programs for severely disabled youth and adults. The programs were selected for discussion in this chapter largely because of their data-based nature and efforts to record progress. The purpose for presenting these programs is twofold. First, readers who are interested in initiating a similar employment program may be able to get in touch with any of the program directors. Second, these programs provide positive demonstrations that severely disabled persons can work in nonsheltered integrated job settings.

2450 Rubin, S. (1976). Service intervention factors related to successful vocational placement of the hospitalized psychiatric patient. Paper presented at Region VII Rehabilitation Continuing Education Program on Rehabilitation of the Mentally Ill, Omaha, NB.

Stresses that several steps can be considered especially significant in respect to psychologically disabled client outcome. They are: (1) identification of appropriate client, (2) determination of client needs, (3) rehabilitation plan development, (4) work adjustment training, and (5) placement. The basic premise of this paper is that less than optional counselor effectiveness at any of those steps reduces the probability of suitable client placement as the outcome of services. The remainder of this paper focuses on the provision of some guidelines for more effectively carrying out each of the five steps.

2468 Forrest, J. (1963). Evaluating job readiness. Paper presented at Bi-regional Institute on Placement, Oklahoma State University, Stillwater, OK.

Concern for the client's readiness for placement and the performance level at which he is capable of functioning is of prime importance. Therefore, the evaluation and reevaluation of a client's job readiness is an essential job duty of the counselor. Stresses that the evaluation of job readiness consists of asking and finding answers for five basic questions. These are listed and additional strategies to use in evaluating a client's readiness are discussed and expanded upon.

2469 Azrin, N., & Besalel, V. (1980). Job club counselor's manual. Baltimore, MD: University Park Press.

This manual illustrates how the principles of behavioral psychology can be applied to job finding and the vocational counseling processes. It describes a method of job-seeking that has been found to be effective in obtaining jobs for varied subpopulations including normal job seekers, the handicapped, professionals, welfare recipients, youth, and college students. The book offers specific procedures to be followed by the counselor and the job seeker. It includes many printed forms, outlines, sample scripts, and schedules to simplify performance of the standardized activities. The Job Club approach offers the advantages of low cost and group format. The book provides the detail needed to institute and implement the program. The Job Club Counselor's Manual is divided into three sections. The first section provides counselors with the information and procedures necessary for establishing and putting into operation a job finding group or "Job Club." Section II provides a behaviorist view of the hiring process, establishes the conceptual framework for the Job Club approach to job finding, and discusses the effectiveness of this approach. Section III contains forms, charts, and other information necessary for the implementation of the Job Club program.

2473 Nelson, N. (1971). Workshops for the handicapped in the United States. Springfield, IL: Charles C. Thomas Publishers.

The purpose of this book is to set forth how workshops have developed to help handicapped persons solve their employment and work-related problems, to describe how they function, to make some suggestions for their general improvement, and to forecast their future opportunities. The scope of the account is restricted mainly to programs which use substantial paid work. Activity centers and medical rehabilitation centers are excluded. The book is divided into three main areas: (1) the development of workshops for the handicapped, (2) workshops today--their nature and characteristics, and (3) the future of workshops.

2474 Tesolowski, D., Jarecke, W., & Halpin, G. (1980). Normalizing clients' attitudes and knowledge about the world of work. Journal of Applied Rehabilitation Counseling, 11(4), 196-199.

Twenty-two physically handicapped sheltered workshop employees were matched on the severity of their disabilities and randomly assigned to either an experimental or a control group. Those in the experimental group participated in a one-hour-per-day, 15-day job readiness training program in addition to continuing with their regular sheltered workshop jobs. The control group simply continued with their regular jobs. In a completely randomized block design with pretest as a covariant, the experimental group showed significantly greater positive work attitudes and knowledge about obtaining and maintaining jobs as measured by the Employment Readiness Scale and the Vocational Knowledge Test, respectively, than did the control group.

2476 Spaniol, L. (1979). Follow-up studies: Selected abstracts. New York, NY: ICD Research Utilization Laboratory.

A survey of state VR agencies revealed great knowledge gaps in program evaluation in the areas of follow-up study methodology and procedures. This volume is designed to provide useful examples of follow-up techniques selected from actual field operations. Since few methodologically rigorous examples were available, instead of presenting nonevaluative abstracts, a "comment" section is included at the end of each item. In these the reviewer discusses the strengths and weaknesses of the study or paper abstracted.

2488 Sower, V. (1979). Timestudy for the small business. Auburn, AL: Auburn University, Auburn Technical Assistance Center.

Describes the timestudy method as a method for establishing an allowed time standard for a given job based upon the careful measurement of the elements of the operation under study. The time standard details how many labor hours are required to complete each operation in the product's manufacture. The purpose of this booklet is to impart a basic knowledge of timestudy which should be beneficial to all who encounter time standards in their work, especially those in smaller firms who do not have an industrial engineering department, but need to develop time standards. Several tables and examples are presented.

2492 Sellars, S., & Beziat, R. (1978). Program evaluation and design handbook. College Park, MD: University of Maryland, Center of Rehabilitation and Manpower Services.

This combination monograph and workbook is offered to program managers who are considering integrating an evaluation component into their programs. Program evaluation is viewed by the authors as a critical element in program planning and operation and should not be treated separately. It is viewed as a key element in effective management and when truly integrated into program management, programs improve.

2493 Goodwill Industries of America, Inc. Program evaluation manual. Washington, DC: Author.

This system of program evaluation was developed by Goodwill Industries of America, Inc. (GIA) to assist their affiliated organizations to meet the requirements of CARF. It aids an agency to meet that goal and also provides it with an important source of service management information. The manual is intended to be used only in conjunction with the seminars on program evaluation provided by GIA. Stresses the importance of the review process to make sure the evaluation system is sensitive to the purpose for which it was established and responds to every change of activities of the facility. An extensive and complete set of program evaluation forms are offered in Appendix A and Appendix B presents a list of the RSA disability coding system.

2502 Whitehead, C. (1979). Sheltered workshops in the decade ahead: Better work and wages, or welfare. Journal of Rehabilitation, 45(2), 77-80, 90.

This article reports on an action initiated by the Department of Health, Education, and Welfare to follow up national studies of sheltered workshops and their employment of severely handicapped individuals. Current issues and policy problems are defined and action proposals are presented in the paper. The author suggests that sheltered workshops will have to become more effective in the next decade but federal support for services will not be adequate. State and local governments must accept a greater share of the financial burden.

2503 Rehabilitation Research Institute, University of Florida, Gainesville, Florida. (1978). The role of sheltered workshops in vocational rehabilitation. *Rehab Brief*, *1*(3), 1-4.

This brief describes the findings of a Greenleigh Study on the effectiveness of sheltered workshops conducted in 1974. They selected a stratified random sample of 400 workshops to survey. The characteristics of the clients and the estimated average daily workshop attendance rates are listed. The basic structure of workshops are evaluated, with emphasis given on workshop programs and client wages and workshop finances. An evaluation of the impact of workshops on the ultimate placement of clients is presented. How workshops are assisted by federal and state aid is briefly discussed. In conclusion, Greenleigh Associates offer a list of suggestions to improve client earnings and provision of incentives for workshops to improve their business practices.

2508 Robinault, I., & Cary, C. (1980). *Community resources for the social adjustment of severely disabled persons. Options for involvement*. New York, NY: ICD Rehabilitation and Research Center, Research Utilization Laboratory.

This publication lists and describes a wide variety of organizations, both public and private, providing information and materials for socialization and social adjustment programming for disabled persons. In addition, ideas and suggestions are included for developing social adjustment programs. The resources are grouped under six major categories: Socialization (use of leisure time); sexuality (responsiveness and responsibility); personal growth (hobbies and education); community service (consumer advocacy and volunteering); recreation (sports and activities); and transportation (transport options and travel). The authors note that "while classical emphasis in rehabilitation has been on work adjustment, it is important to understand that success in the working world can seldom be attained without prior appropriate social and personal adjustments. Even the nonvocational goals of independent living must include a repertoire of responses for productive self-development and participation in society." This is a very useful resource document for the professional who is looking for organizations, ideas and materials for developing group or individualized socialization/social adjustment programs.

2509 Kanocz, O. (1979). *Career and occupational literature. A current annotated bibliography and resources for occupations*. New York, NY: Federation Employment and Guidance Service.

This publication, which lists several hundred pieces of selected occupational and guidance literature, is primarily designed to serve as a current reference for those who are making career decisions and for professionals who are interested in becoming aware of currently available occupational guidance literature. The bibliography has four major sections: an annotated subject bibliography containing selected literature grouped under 114 occupational titles; a listing of 225 occupations indicating resources where free and relevant literature is available upon request; a directory of publishers and distributors; and an author and title index.

2510 Field, T., & Field, J. (1979). *The classification of jobs according to worker trait factors*. Roswell, GA: Vocational Service Bureau.

The Classification of Jobs is an addendum to the 1977 4th edition of the *Dictionary of Occupational Titles* and the *Guide for Occupational Exploration*, both of which are produced by the U.S. Department of Labor. The COJ is organized into four sections which provides additional data on the jobs referenced in the DOT. Section 1 presents a complete profile on each of 12,099 jobs listed in the DOT according to DOT code, data/people/things number, Guide to Occupational Exploration code, job title, physical demands, working conditions, general educational development, specific vocational preparation aptitudes, interests, and temperaments. Section 2 is an arrangement of jobs listed numerically by Guide to Occupational Exploration codes. Its purpose is to provide an access to a number of different sedentary and light jobs which are related to each other by interest. Section 3 is an arrangement of jobs listed numerically by data/people/things (DPT) number. Its purpose is to provide an access to different jobs, as they are related to each other by DPT. Section 4 provides the user with general educational development (GED), specific vocational preparation (SVP), and aptitude data on sedentary and light jobs arranged by the 66 worker groups. The data for this publication was received from the Employment and Training Administration of the Department of Labor and is based on information gathered for the 4th edition of the DOT.

2532 Marr, J., & Means, B. (1980). *Behavior management manual: Procedures for psychosocial problems in rehabilitation*. Fayetteville, AR: University of Arkansas, Research and Training Center.

The purpose of this manual is to provide structured and systematic methods of dealing successfully with behavior problems for rehabilitation personnel who are not trained in behavioral treatment procedures. Contents include methods for dealing with dependency, aggressive-hostile, withdrawn, immaturity and somatic behaviors. Some of the treatment procedures used are positive reinforcement, modeling, token economy, extinction, programmed instruction, time-out, and fading. Each behavior area includes a definition of the behavior, rationale for treatment and well explained action steps.

2533 U.S. Department of Labor, Employment and Training Administration. (1981). Selected characteristics of occupations defined in the Dictionary of Occupational Titles. Washington, DC: U.S. Government Printing Office.

This document provides supplementary information for those who need more detailed information about job characteristics than what is presented in the Dictionary of Occupational Titles (4th Edition). Supplementary data on training time (including mathematical and language development and specific vocational preparation), physical demands, and environmental conditions are listed for each job defined in the 4th Edition of the DOT. The information in the supplement is in two parts. Part A clusters titles according to occupational areas which have similarities. This grouping of occupations helps the user to see relationships among requirements of jobs characterized by a predominant worker interest factor. Part B lists occupational titles in order of the nine-digit DOT code and specifies the physical strength required for each listed occupation.

2536 Hietala, D. (1980). Production scheduling for rehabilitation workshops. Menomonie, WI: University of Wisconsin-Stout, Stout Vocational Rehabilitation Institute, Materials Development Center.

Production scheduling for the sheltered workshop is defined as the planning process for determining: (1) what has to be done, (2) how long it will take, (3) who will work on which job, and (4) when to begin and finish each production job. This publication examines production scheduling procedures for the sheltered workshop. Three major sections are included: (1) the importance and benefits of production scheduling, (2) how-to information on performing basic scheduling in the workshop, and (3) answers to the question, what makes production scheduling work? There are two practitioner-oriented goals: (1) to enhance the user's understanding of production scheduling and (2) to provide the user with basic methods for performing production scheduling in the sheltered workshop.

2538 Gugerty, J., et al. (1981). Tools, equipment and machinery adapted for the vocational education and employment of handicapped people. Madison, WI: University of Wisconsin-Madison, Wisconsin Vocational Studies Center.

This 787 page publication contains descriptions and illustrations of a large variety of modified tools, equipment, and machinery. Also included are examples of adaptive devices which have been used to overcome an individual's specific handicaps in work or educational settings. Listed items were obtained from companies which produce and distribute adapted equipment and from individuals who have developed their own equipment. An index is included which lists various equipment according to the disability area for which it was designed. A second index lists equipment by use for which it was intended. Each piece of equipment is photographed or has a drawing, lists the developer, the problem it overcomes, whether it has been field tested, warranty and sale information, and a short description of how it works.

2539 Whitehead, C. (1977). Sheltered workshop study. Statistical appendix to volume I. Washington, DC: U.S. Department of Labor, Employment and Training Administration.

This report was designed to provide a comprehensive analysis of policies, programs, and services of sheltered workshops serving handicapped individuals. A profile of the types of handicapped persons served, an analysis of wage earnings and fringe benefits, a review of the financial structure and the makeup of the staff, and other pertinent information were developed from a survey of the sheltered workshop universe in 1973 by the Department of Labor's Employment Standards Administration. The purpose of the study was to provide specific information which will permit an evaluation of the effectiveness of sheltered workshops by various interests including standing committees of the U.S. Senate and House of Representatives and the Advisory Committee on Sheltered Workshops of the Department of Labor. (This volume contains the statistical data for the report.)

2540 Whitehead, C. (1977). Sheltered workshop study. Volume I - workshop survey. Washington, DC: U.S. Department of Labor, Employment and Training Administration.

This report was designed to provide a comprehensive analysis of policies, programs, and services for sheltered workshops serving handicapped individuals. A profile of the types of handicapped persons served, an analysis of wage earnings and fringe benefits, a review of the financial structure and the makeup of the staff, and other pertinent information were developed from a survey of the sheltered workshop universe in 1973 by the Department of Labor's Employment Standards Administration. The purpose of the study was to provide specific information which will permit an evaluation of the effectiveness of sheltered workshops by various interests including standing committees of the U.S. Senate and House of Representatives and the Advisory Committee on Sheltered Workshops of the Department of Labor.

2542 Redkey, H. (1979). A different kind of workshop. Amicus, 4(5 & 6), 270-272.

Discusses the past and future of the sheltered workshop movement in the U.S. and also describes different approaches used for the rehabilitation and employment of the handicapped.

2543 Whitehead, C. (1979). Sheltered workshops--effective accommodation or exploitation? Amicus, 4(5 & 6), 273-275.

Presents a discussion of major issues in sheltered employment, both favorable and unfavorable.

2544 Summary of major findings of the U.S. Department of Labor sheltered workshop study. (1979). Amicus, 4(5 & 6), 276.

Presents findings of Volume I & II of the U.S. DOT sheltered workshop study.

2545 Lilly, K. (1979). Redefining the purpose of sheltered workshops. Amicus, 4(5 & 6), 277-280.

Discusses background of the sheltered workshop movement and presents some ideas for changes from present philosophy.

2548 Adjustment Services Staff, Central State Hospital. (1976). Social adjustment unit. Atlanta, GA: Division of Vocational Rehabilitation.

This instructional manual is the effort of the Adjustment Services staff of the Rehabilitation Center, Central State Hospital, Milledgeville, Georgia, to present an operable resource guide for Social Adjustment, one of the basic programs outlined in the Georgia program for Adjustment Services. This unit manual is intended to ease the task of the Adjustment Services staff by offering guidance in presenting a series of instructional modules that are tailored to meet local conditions. These units are as follows: I. Interpersonal Relationships (Personal Growth Laboratory), II. Recreation and Leisure Time Activities, and III. Family Living.

2549 Facilities Section, Georgia Division of Vocational Rehabilitation, Standards. Atlanta, GA: Author.

This manual is planned and organized to fulfill a variety of needs and to accomplish several purposes, such as: (a) to specify the minimum standards for Adjustment Services, (b) to provide guidelines for the implementation of Adjustment Services Units, (c) to serve as a guide for the development and improvement of Adjustment Services, and (d) to give support as a guide for evaluating Adjustment Services Units. A fundamental principle is stated for each of the following areas: work, social, personal, and community. Under each principle is a series of basic standards identified by specific conditions, functions, or activities which are required to fulfill the basic standard.

2550 Adjustment Services Staff, Central State Hospital. (1976). Work adjustment unit. Atlanta, GA: Division of Vocational Rehabilitation.

Presented as an operable resource guide for Work Adjustment. The manual provides distinctive characteristics for each unit topic presented, such as: introduction, referral process, evaluation techniques, reporting system, table of contents, training process, training center, and ancillary materials. This unit manual is intended to ease the task of the Adjustment Services staff by offering guidance in presenting a series of instructional modules that are tailored to meet local conditions. These units are as follows: I. Vocational Rehabilitation Workshop (Work Habits), II. On Job Training (Work Habits), and III. Job Readiness Training (Getting and Holding a Job).

2551 Adjustment Services Staff, Central State Hospital. (1974). Adjustment services program. Atlanta, GA: Division of Vocational Rehabilitation.

The program outlined in this manual involves all facets of an adjustment plan. It covers Work Adjustment, Social Adjustment, Personal Adjustment, and Community Adjustment. An adjustment plan is presented for each topic, and is stressed as an objective approach providing the best possible services for the client. The plan contains the statement of the problem, the description of the behaviors, the specified objectives, and the type of adjustment services to be used. The entire booklet is presented in outline form.

2552 Adjustment Services Staff, Central State Hospital. (1976). Community adjustment unit. Atlanta, GA: Division of Vocational Rehabilitation.

This manual is concerned with client needs as they relate to money management, shopping and insurance, transportation, and safety. Too often, basic problems in Community Adjustment are the result of the lack of information or experience. The basic purpose of this unit is to provide clients with a knowledge of characteristics common to functioning in a community. The two units presented are: I. Rehabilitation Residence Orientation, and II. Community Living.

2553 Adjustment Services Staff, Central State Hospital. (1976). Overview. Atlanta, GA: Division of Vocational Rehabilitation.

This manual was developed by practitioners in the field of adjustment services to enhance service to clients and to serve as an effective guideline for operation of more effective adjustment services units in the facilities throughout the state. It provides methods of identifying and measuring behavior. Each behavior will be measured in quantifiable terms showing how often a behavior occurred during an observable length of time. The manual gives both objectives and desired outcomes, with examples, for each of the areas of adjustment services.

2554 Adjustment Services Staff, Central State Hospital. (1976). Personal adjustment unit. Atlanta, GA: Division of Vocational Rehabilitation.

This instructional manual is the effort of the Adjustment Services Staff of the Rehabilitation Center, Central State Hospital, Milledgeville, Georgia, to present an operable resource guide for personal adjustment. The unit manual is intended to offer guidance in presenting a series of instructional modules. These are: I. Understanding Disabilities, II. Personal Grooming, Appropriate Dress, and III. Communication with the Deaf.

2555 Guion, R. (1979). Principles of work sample testing: I. A non-empirical taxonomy of test uses. Bowling Green, OH: Bowling Green State University.

Challenges to classical psychometric theory are examined in the context of a broader range of fundamental, derived, and intuitive measurements in psychology; the challenges include content-referenced testing, latent trait theory, and generalizability. Psychological measurement is classified according to purpose, setting, variables, and methods of measurement. The challenges and the classifications are examined for special implications for work sample testing. (NTIS No. AD-A072 446)

2556 Guion, R. (1979). Principles of work sample testing: II. Evaluation of personnel testing programs. Bowling Green, OH: Bowling Green State University.

Suggestions are offered for increasing the objectivity of measurement in programs of personnel testing. Classical concepts of reliability and validity are reviewed. Construct validity is seen as the basic evaluation of a measuring instrument in psychology; criterion-related validity actually refers to hypotheses rather than to measurements, and content validity refers to test development. The major evaluation for personnel tests is less a matter of validity than of job relevance and of generalizability. (NTIS AD-A072 447)

2557 Winefordner, D. (1980). Worker trait group index to USOE clusters. Bloomington, IL: McKnight Publishing Company.

This Worker Trait Group Index to USOE Clusters, developed by the Appalachia Educational Laboratory (AEL), links the USOE clusters and the Worker Trait Groups of the Dictionary of Occupational Titles. This index helps identify those occupations within the clusters that relate to Worker Trait Group and to personal characteristics.

2558 Houts, P., & Scott, R. (1972). What will therapy do for me? Hershey, PA: Pennsylvania State University, Department of Behavioral Science.

This booklet portrays the problems clients may encounter when the professional staff does not have clear-cut objectives or goals for them. It is presented in a satirical comic-character form and the reader is left with a clear picture of the message which the author is trying to put across. Emphasis is placed on involving the client in all plans, being clear in what is expected, and making realistic and attainable goals for him.

2559 Ricci, D., & Andreoli, R. (1976). Learning to earn a living. Madison, WI: Wisconsin Department of Public Instruction.

The purpose of this resource guide is to provide a selection of teaching units related to earning a living. It provides suggestions for teaching of skills and attitudes related to career education at appropriate levels. The specific instructional objectives of the units are an attempt to provide a measurable sequencing of these skills and attitudes within the framework of the State Curriculum. While these teaching units are offered as illustrations of approaches being employed, the guide is by no means exhaustive. Three levels are outlined and expanded upon: (1) Primary Level Teaching Units, (2) Intermediate Level Teaching Units, and (3) Secondary Level Teaching Units.

2560 Sixth Institute on Rehabilitation Issues, Study Group. (1979). Changing concepts in adjustment services. Hot Springs, AR: Hot Springs Rehabilitation Center, Arkansas Research and Training Center.

Recent rehabilitation legislation (Rehabilitation Act of 1973 and Rehabilitation Amendments of 1978) necessitates major changes for rehabilitation, specifically as this legislation applies to services for the most severely handicapped, those with "no present" vocational potential, as well as expansion of services to those with vocational rehabilitation potential. The impact of these priorities in rehabilitation will be felt in all phases of adjustment services, including new and/or expanded programs, staff training, and evaluation of program effectiveness. The purpose of this study group was to examine the changing concepts of adjustment services in light of the new priorities. This manual is not intended to provide specific guidelines for implementing comprehensive adjustment services, but to present relevant issues and implications of these issues as they relate to future change in adjustment services. Discussion includes the expansion of the concept and definition of adjustment services; effects of changing/increasing client populations; changing roles and responsibilities of professionals in the delivery of adjustment services; adjustment services expanded to areas such as transportation, home modifications, architectural barriers, attendant care, independent living, and need for improved accountability for adjustment services. In addition, a training agenda is included which can be used for training/awareness in the above areas.

2561 McCray, P. (1980). Suggested guidelines for evaluating work samples. Menomonie, WI: University of Wisconsin-Stout, Stout Vocational Rehabilitation Institute, Materials Development Center.

How does an evaluator go about objectively assessing the quality and integrity of a given work sample? The purpose of this publication is to (a) describe some of the essential elements of a well constructed "model" work sample, and (b) provide guidelines for evaluating and selecting useful, quality work samples.

2564 Brolin, D., & Kokaska, C. (1979). Career education for handicapped children and youth. Columbus, OH: Charles E. Merrill Publishing Company.

Career education is defined as a whole life process for all handicapped individuals. Its concept, development, and teaching are presented in this text in a curriculum model of 22 competencies for different settings which follow four stages of development. Strategies and resources for teaching career skills are suggested, as well as ways to involve both family and community in career education.

2565 Hoppock, R. (1976). Occupational information. New York, NY: McGraw-Hill Book Company.

This textbook addresses the needs of those persons involved in planning a career. Occupational information is defined with suggestions of where to find it and how to appraise, classify, and store it. Basic theories of career choice and development are reviewed, as well as descriptions of ways to present this information to groups. One chapter summarizes current research results. The bibliography has been updated and represents a compilation of resources since 1924.

2566 Farley, R., & Rubin, S. (1980). Systematic interviewing skills. Hot Springs, AR; University of Arkansas, Arkansas Rehabilitation Research and Training Center, Arkansas Rehabilitation Services.

Based on the results of years of counseling process research, this training package is designed for interviewers in the human service professions. Interviewing skills are defined and reinforced to ensure the exchange of relevant information. Major topics include motivating clients, preparation for initial interviews, active listening, effective body language, and types of verbal responses. Forms and self-assessment guides are provided.

2567 Guion, R. (1979). Principles of work sample testing: III. Construction and evaluation of work sample tests. Bowling Green, OH: Bowling Green State University.

Written for psychologists and others interested in research testing, this document identifies seven principles of work sample testing. Detailed steps in working from job analysis to test specifications are presented to assure job relevance. Methods are suggested for developing content-referenced scoring scales.

2568 DeVries, P., Jr., Eschenbrenner, A., Jr., & Ruck, H. (1980). Task analysis handbook. Brooks Air Force Base, TX: Manpower and Personnel Division, Air Force Human Resources Laboratory.

For those individuals responsible for analysis of new or altered tasks, this handbook contains validated procedures and guidelines for technical training according to the Instructional Systems Development (ISD) process used by the Air Force. There are three major stages of the task analysis: development of preliminary performance requirements; identification of subtasks; and identification of supporting skills and knowledge. Forms, flowcharts, and tables are used to illustrate each stage.

2569 U. S. Department of Labor. (1979). Section II: Occupational aptitude pattern structure. Washington, DC: Employment and Training Administration, U.S. Employment Service, Author.

This second section of the GATB Manual contains the 66 occupational aptitude patterns (OAP's) used to match test scores with norm groups and with lists of realistic occupations. Each occupational family presents norms for adult populations and for 9th and 10th grade students. Due to its research base, the GATB is considered a validated multiple aptitude test battery for use in vocational guidance.

2570 Eschenbrenner, A., Jr., et al. (1980). Methods for collecting and analyzing task analysis data. Brooks Air Force Base, TX: Manpower and Personnel Division, Air Force Human Resources Laboratory.

In an effort to standardize task analysis procedures used in training, the Air Training Command studied and developed a process to partition job tasks into their component subtasks and to identify the skills and knowledges required to support task performance. Their simplified analysis and documentation procedures are described in this handbook. Preliminary design notes for a computer-based task analysis data bank are included.

2571 Rubin, S., & Farley, R. (1980). Intake interview skills for rehabilitation counselors. Hot Springs, AR: University of Arkansas, Arkansas Rehabilitation Research and Training Center, Arkansas Rehabilitation Services.

One of the three separate yet interrelated training modules, this first package defines the skills needed by counselors to gain and provide beneficial information during interviews. Specific competencies addressed are: systematic interview planning; information exchange at intake, non-verbal interactions; and verbal responding. The training outline includes materials and complete instructions for implementation.

2572 Roessler, R., & Rubin, S. (1980). Goal-setting: Guidelines for diagnosis and rehabilitation program development. Hot Springs, AR: University of Arkansas, Arkansas Rehabilitation Research and Training Center, Arkansas Rehabilitation Services.

This second package provides the information and exercises needed to teach diagnostic information processing, and goal setting skills, which are considered significant factors in the rehabilitation of the severely disabled. The importance of collecting and synthesizing data from a variety of sources is stressed to facilitate program planning. A complete case file and sample plan are provided for participant use to reinforce the concepts.

2573 Greenwood, R., Rubin, S., & Farley, R. (1980). Systematic caseload management. Hot Springs, AR: University of Arkansas, Arkansas Rehabilitation Research and Training Center, Arkansas Rehabilitation Services.

This third and final package teaches caseload management skills: planning, time management, and progress review. Planning focuses on establishing goals and action plans. Time management deals with the effective allocation of time for the critical tasks to meet client and agency needs. Progress review is the regular assessment of accomplishments to determine if planned goals have been achieved. Trainee participation exercises and forms are provided.

2574 Wright, G. (1980). Total rehabilitation. Boston, MA: Little, Brown and Company.

The fields of knowledge encompassed by rehabilitation are integrated in this volume. Essential information for rehabilitation practice is provided in the first two parts, foundations and resources, while the last three parts describe professional techniques, assessment, counseling, and placement. The steps of the rehabilitation process from case-finding to closure are followed throughout. Extensive references document the field's development and glossaries of terms clarify technical concepts.

2575 Sink, J., & Field, T. (1981). Vocational assessment planning and jobs. Athens, GA: VDARE Service Bureau.

Valid vocational planning requires the professional to utilize all available data in matching clients to jobs. This text describes the VDARE process, which synthesizes that data to predict vocational functional potential. Assessment of residual capacities is described, as well as functional limitations and transferablity of skills. The importance of job analysis and clustering is stressed. Case studies are used for illustration.

2576 Scelfo, J., & Micali, J. (1978). Guidelines for establishing a vocational assessment system for the special needs student. New Brunswick, NJ: Rutgers Vocational-Technical Curriculum Laboratory.

To bridge the gap between education and rehabilitation, this manual demonstrates how vocational evaluation can be integrated into career education in compliance with federal mandates to serve the handicapped. Methods of assessment are discussed, listing criteria for selecting a system using educational variables. Procedures for the development, staffing, and operation of a vocational assessment unit are outlined.

2577 Comptroller General. (1981). Stronger federal efforts needed for providing employment opportunities and enforcing labor standards in sheltered workshops. Washington, DC: Author.

The roles of sheltered workshops in employing the handicapped and operating in the competitive business community were reviewed. This GAO report recommends that Congress simplify the burdensome Fair Labor Standards Act's provisions and that Labor strengthen its enforcement efforts of that Act and the Javits-Wagner-O'Day Act. Agency reactions to the report are incorporated into the appropriate sections.

2578 Bock, W., & Weatherman, R. (1979). The assessment of behavioral competence of developmentally disabled individuals: The MDPS. Minneapolis, MN: University of Minnesota, College of Education, Department of Educational Administration.

In response to the need for an integrated approach to the assessment and programming of developmentally disabled clients' behavioral competence, the Behavior Scales-Revised were developed as an assessment instrument of the overall Minnesota Development Programming System (MDPS). This text describes the scales and their purposes, administration, and development. Issues of reliability, validity, and item analysis are discussed. Sample forms are included in the appendices.

2579 Bolton, B., & Cook, D. (Eds.). (1980). Rehabilitation client assessment. Baltimore, MD: University Park Press.

This practical textbook emphasizes basic assessment principles, specific evaluation techniques and strategies for integrating and summarizing client information. The articles from a variety of authors are organized into four sections, assessment and counseling, psychosocial assessment, vocational assessment, and assessment strategies and models.

2580 Weisgerber, R., Dahl, P., & Appleby, J. (1980). Training the handicapped for productive employment. Rockville, MD: Aspen Systems Corporation.

To enlarge the perspectives of those involved with the vocational preparation and placement of handicapped persons, this book provides approaches, information, and numerous examples. From a review of various disability categories and their characteristics, the contents proceed to cover many facets of the process of training and successful entrance into vocational-occupational pursuits. Issues of integration, accommodation and modification are addressed for both the employer and the handicapped worker.

2581 Miller, A., et al. (Eds.). (1980). Work, jobs, and occupations: A critical review of the Dictionary of Occupational Titles. Washington, DC: National Academy Press.

As a result of planned changes in the operation of the Employment Service, a committee was formed and charged to evaluate the future need for the DOT. This report of the investigation reviews the content and structure of the DOT, its use by various agencies, and the application of the data for occupational analysis and job-worker matching. Committee recommendations are discussed to improve this much needed resource.

2582 Wilson, T., Bercini, D., & Richards, J. (1978). Employment services for older job seekers. Washington, DC: Department of Health, Education, and Welfare, Administration on Aging.

A study of employment services available to workers 55 and older was conducted from 1976 to 1978. A nationwide survey of applicants to state and non-profit employment offices analyzed both the assistance given and the improvement needed. This report contains a summary of the research findings, with recommendations for expanded roles of various public and private sources to serve this population.

2583 Copus, E. (1980). The Melwood Manual. Upper Marlboro, MD: Author.

This manual sets forth basic, how-to steps for formulating and managing a horticultural rehabilitation and income-producing program based on the successful Melwood model. Included are guidelines for administration, community assessment, funding, personnel, admissions, training, and wage determination. Four models are described; the greenhouse, plant sales, grounds maintenance, and contracting. Numerous references and resources are listed in the appendices.

2584 Farr, M., et al. (1980). Instructor's guide and job seekers workbook. Indianapolis, IN: Midtown Community Mental Health Center, Job Information and Seeking Training Program.

The Job Information and Seeking Training (JIST) program teaches people to find their own jobs. The success of this concept is substantiated by research on JIST participants and on related "Job Club" efforts. This manual describes the JIST format and techniques which can be adapted to fit the setting and the individual. The contents are color coded, the instructor's guide in tan, the participant's workbook in white. Job seeking skills addressed are employer expectations, data sheets, applications, job cards, telephone contacts, interviews, job leads, and resumes.

2585 French, S., & Doctor, A. Evaluation and training for independent living. Stryker, OH: Quadco Rehabilitation Center, Inc.

To address the independent daily living needs of developmentally disabled clients, one rurally-based rehabilitation facility conceived and implemented an assessment and training program. This report describes the program, its successes and failures. Descriptions of staffing policies, the evaluation process, training resources, and the Community Living Center as one placement option are included. Sample forms, tests, and reports illustrate each step in the program.

2586 E & E Enterprises. (1981). Identifying psychological tests for evaluating vocational potential. Auburn, AL: Author.

Test discrimination, one criticism lodged against psychological testing, is seen as more a function of inappropriate test selection, interpretation, and use than of the test itself. This manual was designed to address that criticism by providing basic information on psychological tests used to explore potential vocational objectives. Structured as a self-study workbook, the contents review tests by what they measure, how they are administered, and how they are scored.

2587 Schmidt, J., Nessel, J., & Malamud, T. (1969). An evaluation of rehabilitation services and the role of industry in the community adjustment of psychiatric patients following hospitalization. New York, NY: Fountain House Foundation, Inc.

A total of 202 subjects were assigned randomly to three research groups to determine the extent to which private enterprise could participate in the vocational rehabilitation of the discharged psychiatric patient and to evaluate the effects of rehabilitation services on the community adjustment of such patients. This report describes the study and results, particularly rehospitalization rates and employment tenure. Implications for programming at Fountain House, the research site, are discussed. A number of articles on related subjects are reprinted in the appendix.

2588 Romsaas, E. (1981). A study of the incremental validity associated with vocational evaluation. Unpublished master's thesis, University of Wisconsin-Madison, Madison, WI.

To measure the contributions of vocational evaluation to the rehabilitation process, this research study examined the incremental validity of vocational evaluation procedures and measured how much a counselor's confidence in his or her judgments was influenced by the vocational evaluation report. The methodology is described and the results discussed. Findings suggest that information from a vocational evaluation is associated with an increase in the number of vocational objectives generated. Confidence levels did not appear to change.

2590 Weinstein, H. (1978). The impact of facility-based vocational evaluation services on referring Michigan Bureau of Rehabilitation Counselors. Unpublished doctoral dissertation, Michigan State University.

This study explored the impact of information generated by facility-based work evaluation services on referring state vocational rehabilitation counselors. A second focus was the design of an instrument to measure information counselors possess with regard to their clients' vocational assets and liabilities. An experimental version of the Client Assessment Survey, designed for the study, is included.

2591 Leibowitz, C. (1979). An investigation of the effects of modeling on the work behavior of mentally retarded adults. Unpublished doctoral dissertation, New York University.

From this research effort it is concluded that the use of modeling plus token reinforcement is significantly more effective for improving workshop behavior than are conventional methods of instruction. This report describes the research design using 60 mentally retarded subjects. Results are summarized and areas for further research suggested.

2592 Rapp, R. (1979). A normalization approach to the vocational training of mentally retarded adults. Unpublished doctoral dissertation, University of Arizona.

Despite its popularity, the normalization principle has not been applied systematically to the vocational rehabilitation of mentally retarded adults. The results of this study demonstrated that vocational training in a community work station produced significant gains in the development of vocational competencies. The research methodology is described, and the outcomes with recommendations discussed.

2593 Clark, G., & White, W. (Eds.). (1980). Career education for the handicapped: Current perspectives for teachers. Boothwyn, PA: Educational Resources Center, Publisher.

In response to the lack of teacher understanding of career education and its applications, this book serves as both a practical and theoretical framework for training and for implementation. Content areas include the concept and rationale of career education for the handicapped, curriculum considerations and methods, and discussions of selected problems, particularly attitudinal barriers. A bibliography of relevant articles and publications conclude each chapter.

2594 Plumlee, L. (1980). A guide to the development of job knowledge and skill tests: A reference kit for measurement specialists (second edition). Washington, DC: Personnel Research and Development Center, Examination Services Branch.

This second edition reference kit suggests a set of procedures for item writing and for assembling job knowledge and skill tests. Technical and support data are not included. Appendices supplement the text with forms, sample correspondence, checklists, procedural guides, and a bibliography of additional resources.

2595 Plumlee, L. (1980). A short guide to the development of work sample and performance tests (second edition). Washington, DC: Personnel Research and Development Center, Examination Services Branch.

This second edition Guide summarizes the procedures for developing work sample and other performance tests. Legal requirements are included, as well as a reference list for further background material.

2596 Bates, L. (1981). Vocational evaluation of severely physically impaired individuals: Considerations and techniques. Menomonie, WI: University of Wisconsin-Stout, Stout Vocational Rehabilitation Institute, Research and Training Center.

Due to the lack of standardized procedures to evaluate the vocational potential of physically impaired clients, this document is intended to instruct evaluators about the various principles to be considered when modifying assessment tools. Modifications of psychometric tests, work samples, manual dexterity tests, situational assessment, and job tryouts are discussed. Special techniques of rehabilitation engineering are reviewed.

2597 Lubeck, A., et al. Custodial training manual (second edition). Salt Lake City, UT: Columbus Community Center.

Based on twelve years of operation, the Custodial Training Program has evolved into a training matrix using the school district, community, and industrial sites as training environments. This manual contains lesson plans for a variety of custodial skills. Each outlines the objective, suggested methods, and competency testing materials (oral and performance). A flow chart procedure is recommended to monitor student progress.

2599 Brolin, D. (1982). Vocational preparation of persons with handicaps. Columbus, OH: Charles E. Merrill Publishing Co.

Broadened in scope and application, this second edition presents a total approach to conducting effective vocational services for persons with different handicaps. The vocational development process is followed from evaluation through job placement and follow-up. One section presents examples of career and vocational education program models.

2600 Stolov, W., & Clowers, M. (Eds). (1981). *Handbook of severe disability*. Washington, DC: U.S. Department of Education, Rehabilitation Services Administration.

Oriented to the vocational rehabilitation counselor, this text on the medical aspects of severe disability contains contributions from a variety of sources. Beginning with a review of normal functions of the six body systems, the book follows a similar format: disease description, functional disabilities, rehabilitation potential, standards of evaluation, total treatment, and vocational implications.

2601 Hall, M., Winters, G., & DeHaven, E. *Industrial housekeeping training manual*. Salt Lake City, UT: Columbus Community Center.

This training manual organizes instructional objectives, student requirements, teaching procedures, practical experiences, and testing methods to equip the trainee with marketable industrial housekeeping skills. Performance is competency based, with local normative data used to establish time standards for task mastery. A brief review of the development of the training program, including its location in an actual hotel setting, is provided.

2602 Halpern, A., et al. (1980). *Contemporary assessment of adaptive behavior for mentally retarded adolescents and adults.* Eugene, OR: University of Oregon, Rehabilitation Research and Training Center.

This guide provides identification and descriptions of many psychometric instruments that are presently available for use with mentally retarded adolescents and adults. The instruments are organized according to content being measured and level of retardation. The interpretation of psychometric information is stressed, within the context of an integrated model of needs assessment, program planning, program monitoring, and program evaluation.

2603 Guion, R., & Ironson, G. (1979). *Principles of work sample testing: IV. Generalizability*. Bowling Green, OH: Bowling Green State University.

This report concludes the four-part presentation of the principles of work sample testing. The concept of generalizability is examined, citing research on the evaluation of work sample tests. Three meanings of the term have been identified: generalizability of content to a broader domain; generalizability of relationships as in criterion related validities, and generalizability of scores over conditions of measurement. The units of generalizability are discussed, especially as they relate to theory designs.

2604 U. S. Department of Labor. (1980). *Task analysis inventories, Series III*. Washington, DC: Employment and Training Administration.

Adapted from the Job Information Matrix System (JIMS), this third inventory in the series is a tool for identifying significant tasks and worker requirements for designated areas in the economy. The information can be used to identify tasks, analyze and restructure jobs, and develop training curricula. The checklist format facilitates data collection by the professional or self-report by the worker. The format follows that of the DOL *Handbook for Analyzing Jobs*.

2605 Pan, E., Backer, T., & Vash, C. (1980). *Annual review of rehabilitation*. New York: Springer Publishing Company, Inc.

Knowledge about developments in theory, practice, and technology of rehabilitation is growing rapidly. This first volume in a planned annual series attempts to digest and synthesize this body of information for professionals. Major topics of interest in both research and practice are included, for example, rehabilitation engineering, sheltered industrial employment, evaluation standards, independent living, consumer involvement, and sensory disabilities.

2606 Goodman, L. (1978). *Current career and occupational literature: 1973-1977*. New York: The H. W. Wilson Company, Publisher.

This reference source replaces *Occupational Literature* as the first volume in a planned series on careers and occupations. The bibliography contains annotated references listed under specific subject (occupational) headings at appropriate grade levels. A Publisher's Directory provides all necessary mailing information. Forty vocational series covering broader occupational areas are listed also.

2607 Vander Vegt, D., Summit, W., & Field, T. (1981). *Labor market access*. Athens, GA: VDARE Service Bureau, Inc.

Labor market access is defined as an objective rating of an individual's employability following permanent disability. By comparing pre- and post-injury access, a rehabilitation professional can see how potential to obtain employment has been affected. This procedure of rating is described, using the VDARE process. Summary data and worksheets on all worker trait factors, including DPT arrangements, are included in the appendices.

2608 Harrison, D., Garnett, J., & Watson, A. (1981). *Client assessment measures in rehabilitation*. Ann Arbor, MI: University of Michigan, Rehabilitation Research Institute.

This monograph provides program evaluators with further information about client measures in the areas of functional limitations, client change, satisfaction, and retention of benefits. The 40 instruments selected have potential for individual client assessment and/or program evaluation. They are arranged in five categories: employability, independent living skills, client perception, client satisfaction, and miscellaneous. Each is summarized, with sample items included to illustrate further the nature of the instrument.

2609 Kramer, P. (1977). *Horticulture: A therapeutic aid with severely developmentally disabled adults*. Boca Raton, FL: Florida Atlantic University, College of Education.

Horticulture therapy is examined in this research investigation as one method to habilitate severely developmentally disabled persons. Twelve clients participated in a six week project, which resulted in the development of a mini-park for client breaks. Effectiveness, as measured by staff observations of client behavior change, was found to be positive overall. Detailed results are discussed, with recommendations for further research.

2610 Anderson, B., Stiggins, R., & Hiscox, S. (1980). *Guidelines for selecting basic skills and life skills tests*. Portland, OR: Northwest Regional Educational Laboratory.

To facilitate user understanding of the fundamental principles of proper test use, these guidelines consider the selection and purchase of published basic academic and life skills tests. Written in narrative form, the text introduces each concept with a question posed hypothetically by a teacher serving on a districtwide testing committee. The appendices contain extensive lists of currently available tests and their publishers.

2611 Stone, C. *How to use the 1977 Dictionary of Occupational Titles* (fourth edition). Milwaukee, WI: University of Wisconsin-Milwaukee, Department of Educational Psychology.

This brief paper reviews the contents of the fourth edition of the *Dictionary of Occupational Titles*. Changes in this edition are noted, including the condensation of volumes and the expanded codes for the titles. Each element of the classification system is described, illustrated with tables from the original document.

2612 Richter, D. *Occupational essentials - Skills and attitudes for employment*. Rockford, IL: H. C. Johnson Press, Inc.

It is imperative that people find jobs that fit their abilities and personalities. This workbook was developed to help students attain skills and attitudes necessary to find and maintain a job. With a flexible format, it may be adapted for different uses and populations. Topics include identifying interests and talents, looking for jobs, securing a position, succeeding on the job, advancing through self-evaluation, and leaving a job.

2613 Meredith, L. (1971). *Occupational essentials - Instructor's guide & lesson plans*. Rockford, IL: H. C. Johnson Press, Inc.

This instructor's guide is a companion volume to *Occupational Essentials*. Utilizing a wide range of instructional techniques, the 38 lesson plans outline the objectives, teaching aids, materials, preparation, and presentation for each. Assignments in the workbook are recommended for application of the concepts. Sample test items are included. Participants should have a fourth grade reading level ability to work independently through this course.

2615 Hoffman, D. *The differential effects of self-monitoring, self-reinforcement and performance standards on the production output, job satisfaction and attendance of vocational rehabilitation clients*. Stillwater, OK: National Clearinghouse of Rehabilitation Training Materials.

Fifty mentally ill adults participated in this study to investigate the effectiveness of self-monitoring, self-reinforcement and the use of a performance standard on work performance. It was hypothesized that use of these self-control techniques would increase their work output, job satisfaction, and attendance. Procedures are described in this report and results discussed.

2616 Quick Eagles, S. *A vocational assessment and guidance center's beginning: An example and a guide*. Greenboro, NC: Vocational Assessment Center.

Based on ten years of evaluation experience, this guide describes the planning and implementation procedures used to establish a vocational assessment center for CETA referrals at North Carolina A & T State University. The Appendices contain supplementary materials and sample forms. A curriculum used for job skills preparation is included.

2617 Sex Information and Education Council of the U.S., & American Alliance for Health, Physical Education, and Recreation. (1971). A resource guide in sex education for the mentally retarded. Author.

Recognizing the sexuality of the retarded person, this practical handbook provides guidelines and suggestions for developmental sequences to follow in the sex education of these individuals and groups. Activities and teaching methods are suggested, illustrated by sample lesson plans. A comprehensive resource list is included, coded by topic area and level of difficulty.

2618 White, K. (1978). Testing the handicapped for employment purposes: Adaptations for persons with motor handicaps. Washington, DC: United States Civil Service Commission, Bureau of Policies and Standards.

Recommendations for modifications of test content and test administration procedures are provided in this report. These are intended to minimize the physical barriers encountered by motor handicapped job applicants when being evaluated for employment purposes. Brief descriptions of some orthopedic, muscular, and neuromuscular conditions are presented as well as information about language impairments which frequently accompany neurological disorders.

2619 Harris, J., Campbell, C., & Osborn, W. (1979). An attempt to identify indicators of competence on mechanical maintenance tasks. Alexandria, VA: U.S. Army Research Institute for the Behavioral and Social Sciences.

To enable test developers to identify elements of tasks that predict overall task performance, this report describes three methods: task analysis review, subject matter expert judgments, and empirical procedures. Each method is discussed, including its limitations. Recommendations are suggested for the use of experimentally generated performance data supported by comprehensive diagnostic scoring.

2620 Pennsylvania Bureau of Vocational Rehabilitation. (1981). Nuts and bolts of program evaluation. Harrisburg, PA: Author.

This executive summary highlights selected work activities of the Pennsylvania Bureau of Vocational Rehabilitation's program evaluation project. It is organized to emphasize the fundamentals of the process.

2621 Pennsylvania Bureau of Vocational Rehabilitation. (1981). Why you need program evaluation? Harrisburg, PA: Author.

This executive summary highlights selected work activities of the Pennsylvania Bureau of Vocational Rehabilitation's program evaluation project. It is organized to defend the need for program evaluation.

2622 Pennsylvania Bureau of Vocational Rehabilitation. (1981). What is program evaluation? Harrisburg, PA: Author.

This executive summary highlights selected work activities of the Pennsylvania Bureau of Vocational Rehabilitation's program evaluation project. It is organized to address the question, "What is Program Evaluation?"

2623 Pennsylvania Bureau of Vocational Rehabilitation. (1981). We've only just begun, final report. Harrisburg, PA: Author.

Awarded a competitive contract by the Rehabilitation Services Administration, the Pennsylvania Bureau of Vocational Rehabilitation developed a model evaluation/management information support unit. From unit efforts a broad array of technical and staff capabilities were developed. This final report describes the day-to-day work activities and accomplishments of the project, including the contract tasks, the development of the Model Evaluation Unit, dissemination efforts, and the management information support.

2624 Pennsylvania Bureau of Vocational Rehabilitation. (1981). We've only just begun, final report appendices. Harrisburg, PA: Author.

These appendices to the final report of the Pennsylvania Bureau of Vocational Rehabilitation's program evaluation project contain organizational charts, plans, research instruments and analyses, and correspondence. These document the evolution of the project during its three year grant funding.

2625 Peterson, M., & Hill, P. (1982). Vocational assessment of students with special needs. Commerce, TX: East Texas State University, Occupational Curriculum Laboratory.

This resource manual provides a system for implementing vocational assessment in schools. Included are implementation guidelines, checklists, and forms. The contents address an introduction to vocational assessment, planning and program development, the process, use in individualized educational planning, and a review of existing programs. Supplementary materials and forms, including test reviews and assessment training programs, are found in the appendices.

2626 Kulas, G. (1977). Language skills. North Adams, MA: NOBARC Activity Center.

This curriculum addresses skill development for the developmentally disabled in a variety of areas. These include self-help, language and communication, motor development, basic academics, home living, and vocational. Each area is organized in a developmental order, with task objectives, materials, and general instructions outlined.

2627 Elias, S., & Handis, M. Increasing parental and professional effectiveness in understanding and dealing with sexual development of the mentally retarded. Lubbock, TX: Texas Tech University, Research and Training Center in Mental Retardation.

Following an assessment of needs and problems in the sexual realm as perceived by parents and professionals who work with retarded adolescents and young adults, this working paper describes the development of a workshop in sex education. The rationale for such education is discussed, as well as an analysis of responses by workshop participants who evaluated the content and their attitudes.

2628 Rude, C., Bernanke, P., & Parham, J. (1978). Leaderless group training in individual program planning. Lubbock, TX: Texas Tech University, Research and Training Center in Mental Retardation.

Designed for use with leaderless groups, an instructor-free training package on individual program planning was field tested. This working paper reports the analyses of research on content acquisition using this unique training technology. The results are discussed, particularly applications of this flexible and cost efficient methodology for the field of rehabilitation.

2629 Winer, J., et al. (1978). The performance of mentally retarded children on repeated and alternative format interview questions. Lubbock, TX: Texas Tech University, Research and Training Center in Mental Retardation.

The feasibility of collecting input for national policy affecting the retarded from interviews with retarded persons was investigated. The consistency and reliability of their responses was questioned. This working paper describes the assessment of 52 mentally retarded children in an interview situation where repeated and alternative format questions were used. The results are discussed, emphasizing the most consistent question formats.

2630 Wehman, P., & McLaughlin, P. (1980). Vocational curriculum for developmentally disabled persons. Baltimore, MD: University Park Press.

This vocational curriculum for moderately, severely, and profoundly developmentally disabled individuals presents information on three important areas in vocational habilitation: sheltered training techniques; competitive employment placement, training, and advocacy techniques; and traditional and alternative methods of vocational evaluation. Core skills are identified as well as those specific to an occupational area.

2631 Sigelman, C., Elias, S., & Danker-Brown, P. (1979). Interview behaviors of mentally retarded adults as predictors of employability. Lubbock, TX: Texas Tech University, Research and Training Center in Mental Retardation.

To examine the effects of verbal and non-verbal interview behaviors on employability ratings, simulated job interviews with 88 mentally retarded adults were videotaped. Ratings of the interviews according to specific scales were conducted by personnel management students. Subsequently, a hiring decision was made. This working paper describes the research method and discusses the results. The implications for social and vocational acceptance of mentally retarded persons are presented.

2632 Flexer, R., et al. (1979). Long- and short-range goals in work adjustment training of mentally retarded persons. Lubbock, TX: Texas Tech University, Research and Training Center in Mental Retardation.

This working paper describes a savings program undertaken by two groups of eight mentally retarded clients. One group was assigned short-range (daily) goals, while the other had long-range (two-week) goals. Both groups received feedback on their accumulation of earnings toward the goal of a field trip. The results are presented, which show a favored rate of improvement for clients with long-range goals. Implications for work adjustment training programs are discussed.

2633 Sigelman, C., et al. (1979). Issues in interviewing mentally retarded persons: An empirical study. Lubbock, TX: Texas Tech University, Research and Training Center in Mental Retardation.

To explore the feasibility and potential productivity of verbal interviews with mentally retarded informants, this working paper reports four separate studies investigating appropriateness of responses, reliability, validity, and types of questions to optimize responsiveness. Each method is discussed and results are reviewed showing concurrence despite method. The implication is that there is a responsibility to improve the communication process by designing questions and techniques that optimize responsiveness, reliability, and validity.

2634 Parham, J. Social-structural view of employment and the freedom to work concept. Lubbock, TX: Texas Tech University, Research and Training Center in Mental Retardation.

Social-structural barriers to employment greatly affect the handicapped and impact on services through the implicit assumptions of rehabilitation administrators. From this premise, this working paper examines social-structural theory and its relationship to the employment of the handicapped. The concept of the freedom or right to employment is promoted, citing successful European models.

2635 Sigelman, C., et al. (1979). Surveying mentally retarded persons: Responsiveness and response validity in three samples. Lubbock, TX: Texas Tech University, Research and Training Center in Mental Retardation.

An exploration of the feasibility and utility of survey research with retarded populations involved a series of interviews with non- and institutionalized retarded children and adults. Analyses of data indicate that higher IQ interviewees were more responsive to questions. The research methods and results are described in this working paper. Implications for researchers interviewing retarded persons are discussed.

2636 Elias, S., Sigelman, C., & Danker-Brown, P. Impressions made by mentally retarded adults in interviews: Verbal and nonverbal predictors. Lubbock, TX: Texas Tech University, Research and Training Center in Mental Retardation.

Simulated job interviews were conducted with 88 mentally retarded adults to measure the impressions made on raters. Videotapes of the interviews were rated by students in special education and rehabilitation counseling, who observed verbal and nonverbal behaviors as factors in employability. This working paper describes the research activity and discusses the results. Subjects who gave adequate responses to questions and whose speech was intelligible were more likely to make favorable impressions.

2638 Sigelman, C. (1979). Rehabilitation's partnership with schools in vocational programming for handicapped youth: A survey. Lubbock, TX: Texas Tech University, Research and Training Center in Mental Retardation.

School-rehabilitation partnerships in vocational programming for handicapped youth in Texas were investigated in this working paper. Questionnaires completed by four key staff members in work-study programs were analyzed. Data on divisions of labor and perceived strengths and weaknesses of programs were collected. Results are discussed, showing the strongest relationships between those responsible for daily programming--the vocational adjustment coordinator and the rehabilitation counselor. Implications for future cooperations are discussed.

2639 Deneen, L., & Hessellund, T. (1981). Vocational rehabilitation of the injured worker. San Francisco, CA: Rehabilitation Publications.

Described as guidelines for the application of professional skills to the private practice of rehabilitation counseling, this text shares the insights and information gained from the experiences of the authors in the California private sector. The accountability of the counselor to his client, the injured worker, and to his customer, the insurance representative, is discussed. The concluding chapters deal with the business aspects of private rehabilitation.

2640 Field, T., & Sink, J. (1981). The vocational expert. Athens, GA: VSB, Inc.

From their accumulated experiences over ten years as vocational experts for the Social Security Administration, the authors have summarized the critical elements of this job. The title, vocational expert, is defined, as well as a procedural approach to the development of testimony. The VDARE process is followed to assess and transfer relevant job skills of clients. Appendices contain salary projections, a deposition checklist, and social security regulations.

2715 Godley, S. (Ed.). (1980). References on independent living. Review of Laurie, G. (Ed.)., Housing and home services for the disabled. Guidelines and experiences in independent living. Vocational Evaluation and Work Adjustment Bulletin, 13(1), 23-24.

Beyond adaptations and floor plans, this book expands housing for the disabled to include the total environment with its social, personal, and community dimensions. Creative living situations are described, with insights from disabled individuals themselves. Resources for attendant care, for developmentally disabled housing options, and for actual construction of living facilities are included.

2716 Godley, S. (Ed.). (1980). References on independent living. Review of Hale, G. (Ed.). The sourcebook for the disabled. An illustrated guide to easier and more independent living for physically disabled people, their families and friends. Vocational Evaluation and Work Adjustment Bulletin, 13(1), 24-25.

Readable and comprehensive, this guide to independent living describes accommodations, aids, and procedures using photographs, drawings, and contributions from both able-bodied and disabled authors. Unique features are chapters on sexuality, parenting, leisure, and the disabled child.

2717 Sigmon, G., & Rickicki, J. (1980). A model for data synthesis in vocational evaluation. Vocational Evaluation and Work Adjustment Bulletin, 13(1), 13-16.

Collection, compilation, and analysis of information comprises the greatest amount of time in the vocational evaluation process. This Model for Data Synthesis defines a systematic procedure for thorough consideration of all significant vocational data. With use of the Model, it is projected that the quality of services and the effectiveness of vocational evaluation reports will improve.

2718 McDaniel, R., & Couch, R. (1980). Job analysis in vocational evaluation and adjustment. Vocational Evaluation and Work Adjustment Bulletin, 13(1), 17-22.

A review of the history of job analysis and its theoretical foundations is presented. For the vocational evaluator and adjustment specialist, job analysis is shown to serve as a prerequisite for a variety of services, procedures, and products, including the development of vocational tests and work samples, industrial norming, contract bidding, placement, and job modification for the more severely disabled. With the advent of more sophisticated technology, rehabilitation educators are challenged to teach these new job analysis techniques.

2719 Riggar, T., & Maki, D. (1980). Stages in professional writing: A guide to authors. Vocational Evaluation and Work Adjustment Bulletin, 13(1), 9-12.

The technical requirements of professional writing and manuscript development are described. While content may vary according to purpose, the format should follow APA guidelines. The editorial process is detailed, including the feedback and assistance offered to developing writers.

2720 Baker, R. (1980). What the Bulletin means to VEWAA. Vocational Evaluation and Work Adjustment Bulletin, 13(1), 3.

The importance of the Bulletin as a vehicle for education and communication among practitioners is emphasized in this call for papers. Suggested paper topics include: innovative programs and techniques; theories of practice; and research.

2721 Botterbusch, K. (1980). Pre-vocational readiness battery. In A. Sax (Ed.), Innovations in vocational evaluation and work adjustment. Vocational Evaluation and Work Adjustment Bulletin, 13(1), 26-28.

Targeted for a mentally retarded population, the Valpar Pre-Vocational Readiness Battery is a system of tests organized into five broad areas: development assessment; workshop evaluation; vocational interest screening; social/interpersonal skills; and independent living skills. From this review, assets such as durability, innovative assessment techniques, and system design are discussed.

2722 Mercer, F. (1979). Critical issues. Vocational Evaluation and Work Adjustment Bulletin, 12(3), 2, 15.

Readers of the Bulletin are reminded that the issues identified in 1976 as critical for vocational evaluation are timely and worthy of discussion. These include programming, the psychometric model, validity of work samples, and norming procedures. The need for critical analysis of all assumptions, practices, and theories, especially as they appear in the literature, is identified as the most critical issue facing the vocational evaluator and adjustment specialist.

2723 Gannaway, T., & Sink, J. (1979). An analysis of competencies for counselors and evaluators. Vocational Evaluation and Work Adjustment Bulletin, 12(3), 3-15.

To promote and gain acceptance for competency based education in the rehabilitation field, a project was undertaken in 1977 to collect and review competencies. A complete listing of the competencies by categories and by need as rated for both rehabilitation counselors and vocational evaluators is presented. This comprehensive listing may serve as a foundation for qualification testing, performance evaluation, job function descriptions, and pay rates. Further it may be used as a basis for training needs studies and for competency based curricula development.

2724 Ellien, V., Menz, F., & Coffey, D. (1979). Toward professional identity: The adjustment specialist. Vocational Evaluation and Work Adjustment Bulletin, 12(3), 16-23.

An overview of the major activities and findings of the one year Work Adjustment Curriculum Development Project is presented in an attempt to find resolution to the problems of professional identity for the adjustment specialist. Competencies, roles, and functions of the adjustment specialist are outlined. From the regional discussion groups and the efforts of a national working conference, services were defined, minimal competencies identified, training needs and resources reviewed, and two major curriculum models suggested.

2725 McCray, P. (1979). Competitive work sample norms and standards: Some considerations. Vocational Evaluation and Work Adjustment Bulletin, 12(3), 24-26, 29.

Competitive norms, when properly understood and applied, can be an asset to the practice of vocational evaluation. This discussion presents three basic techniques for developing competitive norms. These include the use of workers from industry to perform work samples, the use of jobs in industry with existing production standards, and the use of industrial engineering techniques. The assets and limitations of each technique are discussed. Ultimately the evaluator's ability to interpret the meaning of competitive norms effectively in relation to client performance is seen as the most critical measure of their usefulness. The responsibility then shifts to rehabilitation educators to recognize proficiency in the use of work sample norms as a primary goal in vocational evaluator training.

2726 Godley, S. (Ed.). (1979). Teaching job interviewing skills: A review of two studies. Review of Furman, W., et al., The use of behavior rehearsal procedure for teaching job-interviewing skills to psychiatric patients and Pinto, R., An evaluation of job interview training in a rehabilitation setting. Vocational Evaluation and Work Adjustment Bulletin, 12(3), 27, 29.

The Furman, et al., study and the Pinto study provide a framework for evaluating and training job interviewing skills. These studies suggest several target behaviors which can be assessed and trained in order to increase job interviewing effectiveness. Examples include eye contact, voice affect, body posture, positive personal self-statements, and appropriate speech. Recommendations from the assessment phase can then be used by the work adjustment specialist to construct a short-term job interviewing training program.

2727 Field, T. (1979). VDARE: The vocational diagnosis and assessment of residual employability. In A. Sax (Ed.), Innovations in vocational evaluation and work adjustment. Vocational Evaluation and Work Adjustment Bulletin, 12(3), 28-29.

The VDARE process is designed as a tool for vocational professionals to use to translate client case data into meaningful terms, which in turn can be used to predict functional vocational potential accurately. For the vocational professional with a functional understanding of job analysis and the Dictionary of Occupational Titles (DOT), this process results in streamlined communication with and about rehabilitation clients.

2728 Baker, R. (1980). Research and utilization - try it - you might like it. Vocational Evaluation and Work Adjustment Bulletin, 13(2), 38-39.

The need to carry out research and to disseminate the results to the practitioner is clearly recognized by professionals in the field of rehabilitation. Following a brief review of the federal government's research efforts, this editorial exhorts the practitioner to take an active role in research activity. This may involve the development of theoretical constructs or simply the reporting of practices. Such activity is seen to advance the professional development of vocational evaluation and work adjustment.

2729 Czerlinsky, T., & Coker, C. (1980). The impact of vocational evaluation on job goal decisions: Evaluator's perspectives. Vocational Evaluation and Work Adjustment Bulletin, 13(2), 40-45, 49.

As part of a broad research project regarding variables in the vocational evaluation process, this study investigated evaluator perceptions of client job goal decisions. Further, the roles that evaluators took in influencing clients in their decision-making were also discussed. It may be concluded that many evaluators recognized goal redirection in their clients as a result of the evaluation, although they felt they spent a limited amount of time counseling in this area.

2730 Flexer, R., et al. (1980). Long and short-range goals in work adjustment training of mentally retarded persons. Vocational Evaluation and Work Adjustment Bulletin, 13(2), 46-49.

Based on research which shows that performance goal setting is effective in raising production levels of retarded clients, this study investigates the effects of short-range (daily) versus long-range (two weeks) goals on these levels. Through the use of a wage savings program, improvements in production were found for both groups of clients.

2731 Sawyer, H., Allen, H., Jr., & Maki, D. (1980). Perceived professional status of the vocational evaluator. Vocational Evaluation and Work Adjustment Bulletin, 13(2), 50-53.

With the emergence of vocational evaluation as a profession in the field of rehabilitation, this pilot study was designed to assess the professional status ranking of vocational evaluators as perceived by aspiring professionals in human service occupations. The conclusions offered are tentative and numerous areas for additional research are recommended.

2732 Matkin, R. (1980). Legal and ethical issues in vocational assessment. Vocational Evaluation and Work Adjustment Bulletin, 13(2), 57-61.

Individualized client services, although historically fundamental both in rehabilitation theory and practice, have now been mandated by federal legislation. This article presents the legal and ethical responsibilities of the evaluator during the assessment process to ensure that the client's individual needs are taken into account when planning assessment strategies.

2733 Godley, S. (Ed.). (1980). Rehabilitation client assessment: A book review. Review of Bolton, B., & Cook, D. (Eds.), Rehabilitation client assessment (as reviewed by J. Nadolsky). Vocational Evaluation and Work Adjustment Bulletin, 13(2), 62-63, 66.

The 25 articles compiled for this volume focus primarily on discussions of basic assessment principles and techniques.

2734 Fry, R. (1980). Independent living evaluation-training program. In A. Sax (Ed.), Innovations in vocational evaluation and work adjustment. Vocational Evaluation and Work Adjustment Bulletin, 13(2), 64-65.

Developed by the Sioux Vocational School in Sioux Falls, South Dakota, the Independent Living Evaluation-Training Program is presented as an example for initial skill assessment and for skill training in independent living. Using functional academic pretests and the basic program checklist, an individual's living skills, strengths, and needs are identified in the following areas: personal hygiene/grooming; housekeeping, laundry/clothing care; personal/social skills; food preparation/cooking; mobility; and health/safety. Task analyses are used as guides for skill training and to record progress toward skill mastery.

2735 Baker, R. (1980). 1981 - The international year of disabled persons - will it make a difference? Vocational Evaluation and Work Adjustment Bulletin, 13(4), 126.

To "personalize" the goals established for the International Year of Disabled Persons, this editorial reminds rehabilitation professionals to recommit themselves to such concepts as individualization, the involvement of persons in their own rehabilitation plans, client rights, accessibility, and equal opportunity.

2736 Zwyghuizen, S. (1980). On the certification process: As a future vocational evaluator sees it. Vocational Evaluation and Work Adjustment Bulletin, 13(4), 127-128.

In anticipation of entering the work force as a vocational evaluator, this student practitioner views certification as a timely and important issue. While not insuring competency, certification is seen to establish a minimum standard of performance. Reemphasizing points made by other professionals about certification, this article exhorts future professionals to support this effort.

2737 Bodenhamer, E. (1980). Assessing client ability to benefit from modeling procedures. Vocational Evaluation and Work Adjustment Bulletin, 13(4), 129-132.

This study was conducted to explore the question of client readiness for specific training or instructional programming. Results suggest that vocational evaluation instruments, such as the Perceptual Memory Test (PMT), may serve to screen clients with psychoneurological information processing deficits who may encounter difficulty imitating the responses of a model.

2738 Robertson, J., et al. (1980). Woodworking skill acquisition: A multiple baseline demonstration of program effectiveness. Vocational Evaluation and Work Adjustment Bulletin, 13(4), 133-137.

Due to a lack of documented instructional material involving profoundly retarded individuals, this study was undertaken to investigate empirically the effectiveness of teaching woodworking skills to profoundly retarded young adults using the following instructional procedure: task analysis; prompting; and reinforcement. As a result of multiple baseline analysis, gains were noted for all clients on those skills included in the program. The results, including successful techniques and program adaptations, are presented.

2739 Stewart, W., & Drake, J. (1980). The relationship of selected variables to the career maturity of preadjudicated juveniles. Vocational Evaluation and Work Adjustment Bulletin, 13(4), 138-142.

The career maturity process and its contribution to the development of well adjusted individuals is one important area of needed research. This study sought to identify the relationship between career maturity and variables thought to influence that maturity process of preadjudicated juvenile clients.

2740 Nichols, B. (1980). Neuromuscular skills assessment. Vocational Evaluation and Work Adjustment Bulletin, 13(4), 143-149.

Sensorimotor skills are basic to human functioning. Vocational evaluators who understand the neuromuscular abilities required for specific job tasks and for clients/worker behaviors are better prepared to diagnose and to remediate vocationally related problems. From a brief review of available sensorimotor instruments, this article describes the McCarron Assessment of Neuromuscular Development (MAND) as one of the most comprehensive yet expedient instruments available to measure sensorimotor skills.

2741 Riley, B. (1980). A survey of job descriptions and salary ranges for vocational evaluators and work adjustment personnel in great plains region. Vocational Evaluation and Work Adjustment Bulletin, 13(4), 150-153.

Spurred by apparent inequity of salaries, evaluators and work adjustment specialists in the VEWAA Great Plains Region used a mini-grant to study salary and job descriptions. While the results presented show a wide disparity within this geographical region, the study suggests that even more titles and duties exist around the country. In light of recent attempts by both professions (evaluation and adjustment) to come up with uniformly used job titles and job descriptions, it is precisely these differences, many simply a matter of semantics, that are seen as creating separations in the two fields.

2742 Cobb, J., Jr. (1980). 1980 Georgia VEWAA faculty survey of staff/client ratios and staff utilization. Vocational Evaluation and Work Adjustment Bulletin, 13(4), 154-156.

Sixteen Georgia facilities were surveyed on the subject of staff/client ratios and staff utilization. With a 90% response rate, it was concluded that client to staff ratios should be established by disability group and not by a statewide ratio for all disabilities. The importance of ratios was seen to be more significant in the area of evaluation than in adjustment services.

2743 Godley, S. (Ed). (1980). Vocational habilitation of severely retarded adults: A book review. Review of Bellamy, G., Horner, R., & Inman, D., Vocational habilitation of severely retarded adults: A direct service technology (as reviewed by C. Graham). Vocational Evaluation and Work Adjustment Bulletin, 13(4), 157-158.

This resource document and guide book apply behavioral strategies to the preparation of clients for work. In a simple and straight-forward manner, it defines the roles and responsibilities of the direct service staff of sheltered workshops in a way that applies current research information to practice.

2744 McCray, P. (1980). Job counseling and placement for the use of basic skills, Volume 2: Jobs. In A. Sax (Ed.), Innovations in vocational evaluation and work adjustment. Vocational Evaluation and Work Adjustment Bulletin, 13(4), 159-160.

Modeled after the third edition of the DOT, this manual is a resource for evaluators, adjustment specialists, counselors, and job placement personnel in targeting a wide array of occupational opportunities appropriate for clients with limited cognitive skills. Summary job requirements are included for more than 8,000 occupations analyzed as requiring less than an eighth grade level of educational development and less than one year of specific vocational preparation.

2745 Litton, F., & Steckler, S. (1980). The relationship between vocational education instructor rankings of important social and prevocational skills of mentally retarded students/clients and actual student/client performance. Vocational Evaluation and Work Adjustment Bulletin, 13(2), 54-56.

Successful vocational performance for the mentally retarded individual is complex and dependent upon many factors. Two of these factors, social skills and prevocational skills, were studied to determine the relationship between instructor rankings and actual student/client possession of them. Although the results presented were not statistically significant, it is recommended that instructors in vocational education, vocational rehabilitation agencies, and secondary level special education settings periodically evaluate the curricula of their training programs and redirect emphasis to those areas where the students/clients are deficient.

2746 Baker, R. (1980). The certification process: Friend or foe. Vocational Evaluation and Work Adjustment Bulletin, 13(3), 79, 102.

Cautioning that certification does not insure competence, this editorial reminds vocational evaluators and work adjustment specialists that the certification process should be a developmental one to enhance the profession.

2747 Tesolowski, D., Rosenberg, H., & Hammond, M. (1980). Interagency cooperation through organizational advocacy. Vocational Evaluation and Work Adjustment Bulletin, 13(3), 104-108.

Recent federal legislation and governmental directives indicate that this is the optimal time for all professionals engaged in the delivery of vocational development services to persons with special needs to begin a more concentrated effort of defining and interfacing their collaborative endeavors. This article describes organizational advocacy, its roles for professional associations, and the potential barriers to success. Application for the Vocational Evaluation and Work Adjustment Association (VEWAA), the National Association of Vocational Education Special Needs Personnel (NAVESNP), and the Division on Career Development (DCD) is discussed.

2748 Zimmerman, B. (1980). From the practitioner's point of view on being a: a. fortune teller, b. data clerk, c. professional. Vocational Evaluation and Work Adjustment Bulletin, 13(3), 80, 108.

Vocational evaluation is recognized as awesome in scope. Evaluators are asked to synthesize volumes of data to make comprehensive decisions. This article advocates the team decision making process and cautions evaluators not to resort to work samples or other tools which standardize the evaluation outcomes.

2749 Pruitt, W. (1980). VEWAA certification: A reality for the 1980's. Vocational Evaluation and Work Adjustment Bulletin, 13(3), 81-82.

The VEWAA certification controversy is discussed, focusing on the following key issues: The desirability of certification; the degree of understanding of vocational evaluation competencies; the degree of understanding of work adjustment competencies; the readiness of VEWAA for certification; the cost and value of certification; the benefits; and the professional commitment to participate.

2750 Coffey, D., & Mason, V. (1980). Certification of vocational evaluators and work adjustment specialists: Its history and its future. Vocational Evaluation and Work Adjustment Bulletin, 13(3), 83-85.

This chronological review of activities by VEWAA and other organizations is presented to reflect the concentrated effort to date to establish vocational evaluation and work adjustment as professions. For the future, it is recommended that efforts be directed toward continued certification - related research and study, and continued input by professionals to the certifying body concerning essential and changing aspects of certification.

2751 VEWAA Certification Committee. (1980). Proposal - VEWAA certification process. Vocational Evaluation and Work Adjustment Bulletin, 13(3), 86-91.

Following a brief rationale and demonstration of need, this article fully outlines the certification process and its expected outcomes.

2752 Coker, C. (1980). Certification of vocational evaluators: Results of the survey. Vocational Evaluation and Work Adjustment Bulletin, 13(3), 92-97.

During 1979, a survey of the VEWAA membership was conducted to determine attitudes toward the issue of certification for vocational evaluators. Although the response rate was relatively low, these results indicate that the certification process was strongly endorsed. Data regarding the requirements for eligibility, the process for certification, and the administration of that process were also included.

2753 Graham, C. (1980). An effectiveness measure for work adjustment: Providing evidence of impact. Vocational Evaluation and Work Adjustment Bulletin, 13(3), 98-102.

To meet the increasing demands of program accountability, this article presents the practitioner with possible solutions to the problem of meaningful and effective measures in work adjustment. Two instruments, the Scale of Employability and the Work Adjustment Rating Form, as well as a recommended statistical analysis procedure are presented.

2754 Godley, S. (Ed.). Job counselor's manual: A book review. Review of Azrin, N., & Besalel, V., Job club counselor's manual: A behavioral approach to vocational counseling (as reviewed by D. Parrish). Vocational Evaluation and Work Adjustment Bulletin, 13(3), 109-110.

With job placement a critical step towards achieving the rehabilitation goal of personal and economic independence, the Job Club approach is presented as a significant resource in this process. This manual, based on the behaviorist philosophy of B. F. Skinner and supported by the many successful research studies of Azrin himself, is described as a detailed methodology to establish and manage a Job Club. As an experienced administrator who has implemented this concept, this reviewer describes advantages and disadvantages from this perspective.

2755 Fry, R. (1980). An activities of daily living curriculum for handicapped adults. In A. Sax (Ed.), Innovations in vocational evaluation and work adjustment. Vocational Evaluation and Work Adjustment Bulletin, 13(3), 111-112.

For use primarily with the moderate and borderline retarded, this 800 page task analyzed curriculum is described as a format for teaching skills for daily and independent living and skills required for handling the responsibilities of competitive employment. Organized for the untrained teacher, each skill area describes the objective, the instructional materials needed, the performance criteria, application of various instructional approaches, prerequisite skills needed, reinforcements, procedures, and those key points or helpful suggestions for successful task mastery.

2756 Baker, R. (1981). 1981 - From the frying pan into the ...? Vocational Evaluation and Work Adjustment Bulletin, 14(4), 150, 181.

From a brief review of the major legislative events affecting rehabilitation in 1981, it is apparent that efforts by disabled persons and professionals working with disabled persons were effective. Due to the provisional status of this funding, this editorial exhorts the readership to remain active and vocal on all pertinent issues.

2757 Fitz-Randolph, J. (1981). Performing a time study. Vocational Evaluation and Work Adjustment Bulletin, 14(4), 151-152, 181.

To simplify the process and the terminology in time studies, this article describes an easy-to-follow but comprehensive procedure to perform a time study to obtain a production norm and, if desired, a piece rate. Steps are outlined and all forms and tables are provided.

2758 Chan, F., & Questad, K. (1981). Microcomputers in vocational evaluation: An application for staff training. Vocational Evaluation and Work Adjustment Bulletin, 14(4), 153-158.

With the advent of microcomputers in rehabilitation, this staff training approach illustrates the potential applications of microcomputers to the vocational evaluation field. The functions of the programs described are to store, retrieve, and update file information to assist evaluators in effective client planning.

2759 McDaniel, R., Burdg, N., & Shinnick, M. (1981). The relationship between vocational evaluator initial perceptions and their recommendations for adjudicated youths. Vocational Evaluation and Work Adjustment Bulletin, 14(4), 159-162.

The purpose of this study was to investigate the relationship between predicted outcome recommendations made on adjudicated youths by vocational evaluators after an initial interview and the actual final outcome recommendations made after the conclusion of vocational performance testing. The results show consistency between initial interview perceptions and final outcome recommendations for this setting. Factors such as client age, client background, and sample size are recognized and discussed.

2760 Alston, P., Brinson, L., & Morrow, J. (1981). The effects of evaluator comments on client persistence and test performance. Vocational Evaluation and Work Adjustment Bulletin, 14(4), 163-166.

Organized to expand the existing literature on motivation, this study was designed to determine the impact that the rehabilitation evaluator could have upon motivating clients to improve persistence and/or performance on tasks.

2761 Cottone, R. (1981). Ethical issues related to use of paradoxical technique in work adjustment. Vocational Evaluation and Work Adjustment Bulletin, 14(4), 167-170.

Paradoxical technique has been observed to be a very powerful therapeutic method. Although it is infrequently used in rehabilitation settings, a DVR case study was presented to demonstrate its use in a work adjustment context. Emergent ethical issues were defined and discussed.

2762 DeVinney, D., & Thomas, K. (1981). Test anxiety and vocational rehabilitation clients. Vocational Evaluation and Work Adjustment Bulletin, 14(4), 171-175.

The purpose of this study was to assess the test anxiety of state VR clients referred for vocational evaluation services. Results indicated that rehabilitation clients as a group do not differ significantly from undergraduate college students in inventoried test anxiety. Client age and sex were also found not to be contributing factors. Implications for vocational evaluation are discussed.

2763 Godley, S. (Ed.). (1981). Review of Wehman, P., & Schleien, S., Leisure programs for handicapped persons (as reviewed by C. Clement). Vocational Evaluation and Work Adjustment Bulletin, 14(4), 176-177.

To encourage participation and avoid exclusive reliance on sedentary leisure, this book, according to the review, provides an innovative approach to the development and implementation of leisure skill and habilitation programs for disabled individuals. Unique features are its programmatic, step-by-step format and the substantial amount of information devoted to curriculum development and implementation. While the text is not specifically designed for use by vocational evaluators or work adjustment personnel, it does introduce the theme of leisure skill training as a crucial component in the normalization service network for handicapped persons.

2764 Godley, S. (Ed.). (1981). Review of Jensen, A., Bias in mental testing (as reviewed by J. Dial & R. Henke). Vocational Evaluation and Work Adjustment Bulletin, 14(4), 177-178.

In this review, the text is described as a technical research monograph with limited application for practitioners. It is cautioned not to use its content for interpretation of an individual's behavior. The concepts of test bias, IQ, and test abuse are well discussed. However, it is felt that there is an overemphasis on racial differences in testing.

2774 Georgia Division of Vocational Rehabilitation. Vocational evaluation standards. Atlanta, GA: Georgia Department of Human Resources.

To insure uniformity of services on a statewide basis, this manual was developed to provide guidelines for the creation and operation of vocational evaluation units in Georgia. The Standards are organized according to nine basic principles: purposes; organization and administration; services; personnel; records and reports; fiscal management; physical facilities; community involvement and relations; and program evaluation. Borrowing from the content areas and organizational format of many resources, including the CARF Standards and the Standards for Vocational Evaluation developed by the VEWAA Forum, these standards constitute minimum requirements for vocational (work) evaluation units and do not attempt to cover many items normally included in a broader CARF review.

2775 Georgia Division of Vocational Rehabilitation. Report writing vocational evaluation. Atlanta, GA: Georgia Department of Human Resources.

To promote a reasonable amount of uniformity in reports from both privately operated and state owned facilities, this general manual was developed to help insure that vocational evaluation final reports meet minimum standards and can be easily interpreted by other professionals. The format is broad and does not restrict the innate creativity of each evaluator using it. Five major headings are discussed and should be included in the following order: background information; behavioral observations; evaluation data; vocational appraisal and summary; and recommendations. A critique form and sample reports are provided.

2776 Zieziula, F. (Ed.). (1982). Assessment of hearing-impaired people: A guide for selecting psychological, educational, and vocational tests. Washington, DC: Gallaudet College Press.

There is an increasing mandate to provide appropriate psychological, educational, and work-related evaluations of hearing-impaired people using standardized testing procedures. This text is intended to meet these consumer needs through a comprehensive review of 62 tests. Practitioners are provided with "best judgments" of the usability of test instruments with hearing-impaired people. In addition, professionals-in-training, teachers, counselors, parents, and clients are provided with facts and figures about the purposes and compositions of tests themselves. Test content areas include academic achievement, communication, intelligence, personality, visual perception, vocational aptitude, vocational interests, and work evaluation systems. Supplemental resources and test acronyms are identified.

2777 Cox, J., Jr. (1979). The role of sheltered workshops in serving the severely disabled. Menomonie, WI: University of Wisconsin-Stout, Stout Vocational Rehabilitation Institute, School of Education & Human Services.

This keynote address at the Fourth Annual Stout Vocational Rehabilitation Institute Conference focuses on problems facing sheltered workshops in the 1980's. He addresses federal policies, present-day economics, and public scrutiny, including the workshop investigations which gained national press attention. Recommended actions to be taken include: improved accountability of workshop programming, consolidation and direction for the advocacy movement, reestablishment of the ethics and principles upon which the workshop movement was founded, and an active and consolidated role in federal decisions affecting legislation and funding.

2778 Human Services Data Center, Inc. (1982). Phoenix Ability Survey System. Chicago, IL: Author.

This informational package describes the Phoenix Ability Survey System (PASS) as a comprehensive method to test vocationally related abilities. Labeled a psychometric system, PASS promises to measure 31 ability factors (based on the research of Dr. Edward Hester) in a period of four to six hours. These scores, combined with 21 personal characteristics, are entered into a computer to find specific jobs to fit the client's abilities and special needs. Computer information (data base, access, printout), sample forms, normative data, and costs are described.

2779 McCroskey, B., & Perkins, E. (1981). The manual for the McCroskey Vocational Quotient System. St. Cloud, MN: Vocationology, Inc.

The MVQS is a system for matching job requirements and worker characteristics using identical scales and definitions to describe both the worker and the job. Vocational information about the client can be organized and documented for use in vocational assessment, legal testimony, job clubs and placement, job analysis, and other purposes.

2780 Harrand, G. (1982). The Harrand guide for developing physical capacity evaluations. Menomonie, WI: University of Wisconsin-Stout, Stout Vocational Rehabilitation Institute, Materials Development Center.

This guide offers information to assist vocational rehabilitation and evaluation agencies, both public and private, to develop a physical capacity evaluation program as an integral part of vocational rehabilitation services. It contains sample forms, case studies, and annotated reports to assist the vocational evaluator to interpret medical information into occupationally significant data which is useful in assessing a client's physical performance potential.

2781 The Cerebral Palsy Research Foundation of Kansas. (1980). The Available Motions Inventory for evaluation of physical capability. Wichita, KS: Rehabilitation Engineering Center.

This manual describes the Available Motions Inventory as a sample of a variety of physical tasks typically required to perform jobs in an industrial setting. The hardware and procedures used are explained fully, including diagrams. Forms, scoring procedures, normative data, and interpretation information are omitted from this manual.

2782 Czerlinsky, T., et al. (1982). *Assessing vocational decision-making in the rehabilitation process: Instrument development*. Menomonie, WI: University of Wisconsin-Stout, Stout Vocational Rehabilitation Institute, Research and Training Center.

This research report describes the development and testing of the Decision-Making Interview (DMI), a structured interview format questionnaire for assessing the vocational decision-making capacities and deficits of vocational rehabilitation clients. The results of field testing, reliability studies, and validation are presented. Although still at the experimental stage, the DMI shows promise as a useful tool for the field.

2783 Blakemore, T., & Coker, C. (1982). *The use of learning curves in the prediction of vocational potential: Prediction error and accuracy enhancement techniques*. Menomonie, WI: University of Wisconsin-Stout, Stout Vocational Rehabilitation Institute, Research and Training Center.

Recognizing that static performance measures, such as the mean or total time to complete a task, do not reflect any performance changes that might be occurring in testing, this study was conducted to obtain an estimate of the amount of error in prediction using static measures. Other purposes were to identify dynamic performance measures, to compare the predictive accuracy of these measures, and to use these data to develop a software package on learning-curve analysis for use on microcomputers.

2784 Bernstein, G., Carroll, J., & Van Soest, E. *Social-interpersonal behavior checklist*. Sioux Falls, SD: Sioux Vocational School.

This checklist is described as a screening instrument for use in the identification of social-interpersonal programming needs. Input from all members of the service team is solicited. For each need identified, there are detailed questions for specific information on frequency, intensity, duration, and setting.

2785 Committee on Ability Testing. (1982). *Ability testing: Uses, consequences, and controversies*. Washington, DC: National Research Council.

As a response to the continuing debate about the use of standardized testing. This committee report provides an overview of testing. Concepts, methods, and terminology of ability testing are introduced. Also included are a brief history of testing in the United States, and a discussion of legal requirements surrounding test use since the passage of the Civil Rights Act of 1964. Recommendations are presented to improve the use of tests and to design selection systems that serve all necessary goals. Particular attention is directed to the limitations and misuses of tests. This is Part I of a two part report; the second part consists of 11 signed papers on various test-related subjects.

2786 National Association of Rehabilitation Facilities. (1980). *"A client is..." Definition of a client in a vocational rehabilitation facility*. Washington, DC: Author.

This monograph presents the background and derivation of the criteria established by the National Association of Rehabilitation Facilities (NARF) to define clients in a rehabilitation facility. This information is provided to guide administrators, government, consumers, and the general public in understanding the nature of individuals served in sheltered workshops.

2788 Mithaug, D. (1981). *Prevocational training for retarded students*. Springfield, IL: Charles C. Thomas, Publisher.

To assist the educator's efforts to improve the mentally retarded student's access to vocational education opportunities, this book provides a framework in sequence of instructional activities which focus on requisite worker skills and behaviors for entry into existing training programs. Each of four sections addresses a related question, including why prevocational training is indicated, how it is conducted, what tools are necessary, and where these efforts should lead.

2789 McCray, P. (1982). *Vocational evaluation and assessment in school settings*. Menomonie, WI: University of Wisconsin-Stout, Stout Vocational Rehabilitation Institute, Research and Training Center.

With the growing realization that many of the more traditional forms of school-based career assessment and development have not been entirely adequate for handicapped and other special needs students, this publication presents a diverse mixture of proven principles and practices that have been utilized in school-based vocational evaluation programs around the country. The content areas offer great flexibility for personnel interested in adapting and modifying these proven techniques and practices to the unique needs of their students and educational setting. The appendices contain comparisons of commercial evaluation systems, guidelines for evaluating work samples, sample forms, and hypothetical evaluation data.

2790 Rubinstein, L. (1982). *Relationship between feasibility, age, and length of time since the date of injury*. Anaheim, CA: The Work Assessment Clinic, Inc.

To enhance knowledge of the injured worker and the effectiveness of rehabilitation services, this one year study was conducted to determine the relationships between feasibility, age, and length of time since the client's date of injury. For the 155 adult clients residing in California who were studied, results showed that the younger individuals who were more quickly involved in an evaluation program were found to be more feasible clients.

2793 National Easter Seal Society. (1982). Work centers: A guide for the '80s. Chicago, IL: Author.

This report, an outcome of the Easter Seal Workshop Administrators Planning Meeting in 1981, is directed to work center chief executive officers and administrators as a recommended plan for action. It is based on the premise that work centers, a new more positive term for sheltered workshops, must become more self-sufficient and less dependent financially on government funding sources. Reflecting a strong business and profit-oriented perspective, the contents are outlined as specific recommendations and explanatory comments.

2794 U. S. Department of Labor, Employment Standards Administration. (1978). Cost estimating procedures for sheltered workshops. Washington, DC: Author.

For sheltered workshop and work activity centers, this procedure outlines the methods and considerations necessary to compile and develop cost estimates for subcontract work, prime manufacturing of commodities, and/or provision of services. Terms normally subject to individual interpretation are also defined and clarified. Sample forms are included.

2795 U. S. Department of Labor, Employment Standards Administration. (1978). Burden procedures for sheltered workshops. Washington, DC: Author.

This publication presents a broad overview of those items considered as overhead costs and methods used by accounting procedures to develop overhead burden rates. Ranges for normal percentages of burden are provided for comparison to those compiled internally. In addition, examples of methods to establish overhead burden rates are included.

2796 Mercer, F. (Ed.). (1979). Editor-practitioner-consumer: A symbiotic relationship. Vocational Evaluation and Work Adjustment Bulletin, 12(4), 2-3.

The need to recognize the symbiotic relationship among educators, practitioners and consumers is seen in this editorial as one response to the criticisms about practicality and application directed to rehabilitation education. Achievement of a balance between theory and practice is shown to be dependent upon the willingness of educators, students, administrators and practitioners to seek out and engage in open dialogue and to provide and use feedback from each other. Advocacy, a much more complex issue, requires input from the consumers as well as educators and practitioners. The need for frequent communication and association in order to present a strong and united front is emphasized.

2797 Welles, R., Jr., & Puckett, F. (1979). Evaluating deaf clients for post office jobs. Vocational Evaluation and Work Adjustment Bulletin, 12(4), 4-6, 13.

The procedures used to evaluate deaf clients from the Virginia Department of Rehabilitation Services for positions within the Virginia Postal Service System are outlined to present a working model for implementation by other evaluation programs. Key elements of the placement program are job analysis and the development of an evaluation test battery from the instruments available in a facility. Data on clients evaluated and hired are presented.

2798 Patton, P., & Clemmer, S. (1979). A successful rehabilitation strategy for the developmentally disabled. Vocational Evaluation and Work Adjustment Bulletin, 12(4), 7-13.

The evolution of the service delivery system for the developmentally disabled is toward the provision of comprehensive and quality services in evaluation, adjustment, and training. This article describes a model rehabilitation program for developmentally disabled clients based on a psychoneurological approach to vocational evaluation. The McCarron-Dial Work Evaluation System is used as a prime vocational development strategy, in combination with work related behavior assessment, vocational testing, and case management services. Results and data on follow-up reviews for 63 clients served to date is included. This model is considered a first step in the process of coordinating and developing integrated, community-based systems of extended rehabilitation services.

2799 Vactor, H., & Hubach, J. (1979). The industrial engineering approach to work evaluation. Vocational Evaluation and Work Adjustment Bulletin, 12(4), 14-17.

The industrial engineering concept of Methods-Time-Measurement (MTM) is presented as a technique useful in developing work samples based on industrial and commercial norms. Trial work samples in nine basic areas or groups of motion patterns are described that have been established at Goodwill Industries of Cleveland. The benefits of MTM work sample design are discussed.

2800 Matkin, R., & Rice, J. (1979). Integrating diagnostic and behavioral assessment techniques. Vocational Evaluation and Work Adjustment Bulletin, 12(4), 18-24.

Both diagnostic procedures and behavioral observation are useful tools in shaping the individual rehabilitation program. However, each possesses advantages and disadvantages when used separately. The purpose of this article is to provide methods for integrating both diagnostic and behavioral assessment techniques within vocational evaluation and work adjustment. Integration of the two methods of reporting client characteristics can provide the rehabilitation counselor with invaluable information to assist in the development of the most viable rehabilitation program.

2801 Godley, S. (Ed.). (1979). Shaping the future: A book review. Review of Roos, P., McCann, B., & Addison, M. (Ed.), Shaping the future: Community-based residential services and facilities for mentally retarded people (as reviewed by T. Riggar). Vocational Evaluation and Work Adjustment Bulletin, 12(4), 25-26.

Written by and intended for those professionals in strategic policy-making positions, this book is a compilation of information and perspective about the processes and methods currently used to establish community-based facilities and services for mentally retarded people. Content areas include obstacles to program development, value issue, and legal strategies.

2802 McCray, P. (1979). Some considerations in using the Materials Development Center Work Sample Clearinghouse. In A. Sax (Ed.), Innovations in vocational evaluation and work adjustment. Vocational Evaluation and Work Adjustment Bulletin, 12(4), 27-29.

In support of locally developed work samples, the MDC Work Sample Manual Clearinghouse provides vocational evaluators with resources for identification and collection of potentially useful work sample manuals. Receipt of the manual is the first step in the process of development and implementation of the work sample. This article describes the many factors that should be considered in the selection of a clearinghouse manual. In addition, it is a call to vocational evaluators to submit work sample manuals which they have developed in their facilities or training programs for review and possible inclusion in the clearinghouse.

2803 McAlees, D. (1982). Planning an individual development program. In T. F. Harrington (Ed.). Handbook of Career Planning for Special Needs Students (pp. 311-336). Aspen Publications.

A systematic approach to vocational development service planning is presented in this concluding chapter of the text. Four major steps are described: determining the need for vocational development services; classifying functional discrepancies; selecting vocational development service operations; and setting subgoals and sequencing. Detailed flow charts illustrate each step. Decisions commonly made by experienced planners based on intuition and clinical judgment are made explicit in these flow charts. The importance of client agreement with the service plan is emphasized as the critical final step in the process.

2804 Developmental Services, Inc. Residential curriculum for developmentally disabled adults in community residential programs.

This residential curriculum is designed to prepare developmentally disabled adults for independent living. Three residential levels are identified: group home; training home; and apartment training. All 16 skill areas are addressed at each residential level; the degree of complexity varies according to setting. Stated behaviorally, each skill can be adapted easily to individual program plans. Guidelines for assessment prior to placement and for monitoring of individual progress are offered.

2805 Ostwald, D. Putting the individual into program evaluation. Kingsford, MI: Trico Opportunities, Inc.

This manual describes a grant-funded model program developed to assess the needs of the developmentally disabled. Both the model and the program evaluation system were designed with a flexible structure to adapt easily to existing work activity programs. Detailed information and forms are provided for each stage of the client service program, including referral, intake, planning, observing, and recording, staffing, and reporting. Resources, reporting formats, and sample reports are provided for effective program evaluation.

2806 Ninth Institute on Rehabilitation Issues. (1982). Report from the study group on rehabilitation of clients with specific learning disabilities. Fayetteville, AR: University of Arkansas, Arkansas Rehabilitation Research and Training Center.

This document, developed by the Ninth IRI Prime Study Group on Specific Learning Disabilities, is intended to provide basic information and guidelines to state agencies for implementing meaningful services to learning disabled clients. The characteristics of this disability group are described, including the effect on each step in the service delivery system. Administrative issues regarding initiation or expansion of vocational rehabilitation services to learning disabled individuals are addressed. The final chapter presents guidelines for utilization of this document by rehabilitation trainers. Resource information and forms are included in the appendices.

2807 Organist, J. (1982). Psychological assessment of the Mexican-American rehabilitation client. Tucson, AZ: University of Arizona, College of Education.

This pilot project was funded and undertaken to identify and define existing issues and problems associated with the provision of psychological assessment services with the Mexican-American rehabilitation client. Data was collected from bicultural and bilingual psychological evaluations, and the general results were prepared for dissemination to rehabilitation practitioners in this publication. Suggestions for interviewing, selecting tests, and interpreting results are presented. Valid assessment data is recognized as critical to successful rehabilitation outcomes; thus, the numerous sources of test area are identified with suggested corrective measures. For the administrator, there is a brief chapter discussing implications for agency policy and practice.

2808 Phelps, W. (1978). Comprehensive vocational rehabilitation services for workmen's compensation fund claimants/referrals. Charleston, WV: Division of Vocational Rehabilitation, State Board of Vocational Education.

This study represents the culmination of a three-year joint effort between the Division of Vocational Rehabilitation and the Workmen's Compensation Fund in West Virginia. The project served 288 newly injured workers at the date of this report and successfully rehabilitated 24%. It was recognized that many of the problems encountered in this project may be unique, due to the predominance of mining occupations and the resulting disabilities found in this geographical area. However, it was concluded that increased employer contacts and successful job placements occurred as a result of the close cooperation between the two agencies. Resource materials used to establish this cooperation are included in this report.

2809 West Virginia Rehabilitation Center. (1979). Epi-lab: An innovative vocational rehabilitation program for persons with poorly controlled epilepsy. Institute, WV: Author.

This final report of a three year pilot program to work with severe epileptic clients reviews all aspects of programming, both the successes and the failures, attempted in this innovative project. Major accomplishments noted were: the documentation of multiple problems which handicap severe epileptics; the development of an evaluation method using intensive inter-disciplinary programming; demonstration of the merit of various intervention methods; and the formulation of an effective service model.

2810 Clearinghouse for Applied Performance Testing. (1979). Annotated bibliography on applied performance testing (third edition). Portland, OR: Northwest Regional Educational Laboratory.

Applied performance tests, according to the entries in this edition, are defined as those which assess performance in real life or simulated settings. The critical element that distinguishes applied performance tests from other academic achievement tests is its fidelity to the characteristics of a real life task. Thus the entries are broad in scope and may be used by a variety of individuals. Eclecticism and sharing of tests among disciplines is encouraged and facilitated by the format, which uses a descriptive classification system.

2811 Washington State Department of Personnel. (1973). Task analysis handbook. Olympia, WA: Author.

This handbook explains methods and techniques used in task analysis and outlines a step-by-step procedure for writing task statements. As aids in writing statements, the appendix contains worker function activity verbs as they relate to data, people, and things. In addition, scales are provided to code tasks according to level of difficulty. Application of task analysis in testing, job restructuring, and job classification is discussed.

2812 Mithaug, D., Mar, D., & Stewart, J. (1978). The prevocational assessment and curriculum guide. Seattle, WA: Exceptional Education, Publisher.

This specimen set includes the manual, the inventory, summary profile sheets, and the curriculum guide. Described as an empirically validated method for developing training programs to prepare handicapped persons for sheltered employment, the Prevocational Assessment and Curriculum Guide assesses worker behaviors, interaction skills, and self-help skills considered by supervisors as important for entry into sheltered employment. Assessment results identify skill deficit areas which require training. The Curriculum Guide is then used as a basis for development of an individualized prevocational training program. Client performance and progress can be measured against workshop minimum criterion levels and against mentally retarded norms.

2813 Ryan, D. (1981). A follow-up study on the relationship between vocational evaluators' recommendations and student placement in vocational education programs. Unpublished paper for teacher certification requirements, Kent State University.

Within the Cincinnati Public School System, this research study compared students who were evaluated formally and recommended for mainstreaming with those students who were evaluated formally, did not receive a favorable recommendation for mainstreaming, but were placed in vocational education programs over the evaluators' recommendations. Eleventh and twelfth grade vocational education students who had completed a work evaluation during the tenth grade participated in the study. Results indicated that there were no significant differences in grades, attendance, skill development, and worker traits between students who were recommended for vocational education programs and those who were not. However, overall better performance records were noted for those students recommended.

2814 Sturm, T., Otto, N., & Bakeman, M. (1972). Vocational diagnostic interviewing. Minneapolis, MN: Minneapolis Rehabilitation Center, Inc.

To improve client services through the effective and efficient use of interviews, this manual, and its accompanying two-day training program, were developed under manpower and training contracts. Content areas include methods for planning an interview, techniques for control, and evaluation of the process. Conclusions are offered regarding analysis and synthesis of interview information, and development of an employability plan.

2815 Weiss, L. (1980). Vocational evaluation: An individualized program. Archives of Physical Medicine and Rehabilitation, 61, 453-454.

This paper describes an individualized evaluation plan created for a brain injured person with language impairment. From a case review, a work setting in nursing, an area of client interest and significant pre-trauma training, was selected as the most valid evaluation site. Tasks in theory and application were incorporated into the client's total treatment plan. Progressively more patient care assignments were introduced. With new tasks, a learning assessment was conducted. Evaluation results were shown to be significantly broader and more accurate than the psychologist's recommendations.

2816 Steimke, R., VanNingen, D., & Clark, D. (1982). A prevocational program for the severely handicapped: The Lakeview Prevocational Project. Journal of Rehabilitation, 48(2), 25-28.

This article reports on the innovative and ongoing prevocational program at the Lakeview School in Worthington, Minnesota, a residential school for the severely neuro-orthopedically handicapped. Combined efforts by state rehabilitation and education agencies have resulted in a three-year project that promises to have national significance for the vocational preparation of severely handicapped individuals. Programming details from the initial six-month period are discussed, as well as program plans and their implications for the future.

2817 Grantham, R., & Joslyn, M. (1981). Modeling implications for rehabilitation counseling process and outcome. Rehabilitation Counseling Bulletin, 24(5), 342-353.

This review of literature presents modeling as an effective rehabilitation tool with various client groups. Characteristics of both the model and the person or persons to be influenced are considered. Modeling is shown to be applicable to social, emotional, educational, and vocational problems. It can be varied in such a way as to be self-administered or controlled by an outside source. Given the potential modeling holds for behavior change, rehabilitation personnel are encouraged to incorporate modeling into their treatment plans and into additional research efforts.

2818 Sink, J., & Gannaway, T. (1981). Job samples as a catalyst for job-seeking behaviors. Rehabilitation counseling Bulletin, 25(1), 45-47.

This study was designed to investigate the effectiveness of job samples as a method of stimulating interest in occupational exploration and of providing information for vocational evaluation. The change or increase in information-seeking behavior demonstrated by those members of the experimental group is interpreted as a result of their knowledge of the need for such information gained from exposure to job samples. The instrument used, Vocational Evaluation System (VES), is considered useful in many situations to encourage users to seek out occupational information.

2819 Bolton, B., & Cook, D. (Eds.). (1981). Rehabilitation client assessment: A book review. Review of Martin, W., Jr., Rehabilitation client assessment. Rehabilitation Counseling Bulletin,25(1), 61-62.

This collection of timely and representative articles is organized as a useful resource book on client assessment in rehabilitation. Articles have been carefully selected to minimize overlap of content and to insure continuity among articles. Lack of emphasis on rehabilitation engineering is noted. As a primary textbook in client assessment, it clearly demonstrates the contribution rehabilitation has made to measurement theory and practice.

2820 Kravetz, S., & Katz, S. (1981). The use of a behavior rating scale to measure coping styles within a sheltered workshop for brain injured veterans. Rehabilitation Counseling Bulletin, 25(1), 30-33.

Staff behavior ratings and self-report data on selected coping styles within a sheltered workshop were collected to develop a framework for comparison and application of these constructs to the assessment process. Data were compared to an index of vocational adequacy derived from measures of three criteria: attendance, perseverance, and productivity. Results revealed problems related to the use of coping constructs in a rehabilitation workshop.

2821 Tunick, R. (1981). Review of Backer, T., Client Assessment. A manual for employment and training agencies (Volume I: An introduction to assessment program development; Volume II: Assessment techniques. Rehabilitation Counseling Bulletin, 25(1), 64.

This two volume work is designed to provide training agencies with information on the development and operation of an assessment program to serve the severely disadvantaged. Volume I has greater application for rehabilitation professionals; its discussion of program development is useful. A variety of evaluation instruments are reviewed in the second volume; however, the information is poorly documented.

2822 Flanagan, J., & Miller, R. (1955). The performance record handbook for foremen and supervisors of hourly employes. Chicago, IL: Science Research Associates.

This handbook explains the Performance Record Program, a systematic technique for supervisor use in observing, recording, and reviewing the critical incidence of each employee's on-the-job performance. Step-by-step directions are given, illustrated with sample forms and practice exercises. The Performance Record sheet itself is considered the critical element of the program; incidence of effective and ineffective performance are recorded. Its use as a meaningful and factual framework for the supervisor's personnel management is discussed.

2823 Koops, S., et al. (1980). Comparison of two reinforcement strategies in vocational-skill training of mentally retarded persons. American Journal of Mental Deficiency, 84(6), 616-622.

Recommended reinforcement strategies in vocational training of retarded persons cover a broad range. Due to the lack of published empirical research, four experiments were conducted to compare minimal social reinforcement to social plus edible reinforcement. Lower functioning retarded subjects were taught assembly tasks of varying complexities using a training strategy similar to that described by Gold and his colleagues. The study is described and the results are presented. Extra reinforcement, the preferred condition according to client responses, was shown to facilitate learning.

2824 Malgady, R., et al. (1980). Validity of the Vocational Adaptation Rating Scale: Prediction of mentally retarded workers' placement in sheltered workshops. American Journal of Mental Deficiency, 84(6), 633-640.

The Vocational Adaptation Rating Scale (VARS) was developed to measure the frequency and severity of maladaptive behavior likely to occur in a vocational setting by severely, moderately, and mildly retarded workers. This investigation sought to establish the predictive validity of this instrument for workshop placement. A study was conducted with workshop supervisors and noninstitutionalized retarded adults and adolescents. Results were reported, which support the instrument's incremental validity as a measure of maladaptive behavior in vocational settings.

2825 Schalock, R., Karan, O., & Harper, R. (1980). An evaluation-remediation model for serving people with significant handicaps. Mental Retardation, 18(5), 231-233.

A model evaluation-remediation system considered appropriate for severely handicapped persons is proposed. Four principles of the model are discussed: The emphasis on functional skills and behaviors rather than clinical diagnoses; the interaction relationship of assessment and remediation; data that can be used for client and program evaluation purposes; and the role of the rehabilitation counselor or case manager as an enabler to match resources to the client's total training, living, and placement needs.

2826 Crawford, J., et al. (1980). Assessing skilled functioning of mentally retarded persons. Mental Retardation, 18(5), 235-239.

An approach for evaluating the functional skills of mentally retarded persons using computers to support the analysis and presentation of the assessment results is described. The instrument developed, the Rockland Assessments of Functional Behavior, provides a detailed behavioral profile of an individuals' performance in a variety of skill areas, including the types of assistance or prompting required for each behavior to occur. With this data, treatment then can be focused on reducing the client's need for staff assistance. The role that computer science plays in the development of clinical assessments is discussed also.

2827 Schipp, S., Baker, R., & Cuvo, A. (1980). The relationship between attention to work task and production rate of a mentally retarded client. Mental Retardation, 18(5), 241-243.

This single-subject study sought to determine whether a mentally retarded client's work production would increase when reinforced for task attending only, and not for task output. The methodology and procedures were described. Results showed that an increase in task attention did not result in a corresponding increase in productivity. Implications and suggestions for replication studies were made.

2828 Matson, J., & Adkins, J. (1980). A self-instructional social skills training program for mentally retarded persons. Mental Retardation, 18(5), 245-248.

To provide a more time and cost efficient treatment procedure for remediating social skills deficits, this study tested a self-instructional method of social skills training with two mentally retarded subjects. Training involved listening to audiotapes, followed by a review of the material with a therapist. Appropriate responses were rehearsed. A full description of the research methodology and discussion of the results are presented in this article.

2829 Mon, D., & Doetzkies, B. (1982). The Client Assessment Program Evaluation Computerized Systems (CAPECS): An integrative approach. Journal of the Organization of Rehabilitation Evaluators, 2(4), 31-47.

A brief review of the advancements in program evaluation and an examination of CARF guidelines introduce the Client Assessment Program Evaluation Computerized System (CAPECS). Following is an overview of the system, describing its 48 data elements, forms, procedures, and reports. It is concluded that the computerization allows for the continual monitoring of therapeutic programs, individual patients, and the system itself at minimal costs.

2830 Forer, S. (1982). Functional assessment instruments in medical rehabilitation. Journal of the Organization of Rehabilitation Evaluators, 2(3), 29-41.

Evaluators in the field of rehabilitation are continually in search of objective, sensitive, and reliable functional assessment instruments for clinical, research, or program evaluation purposes. This article reviews 16 functional assessment instruments, identifying those populations for whom each one is best suited. Several instruments are discussed in greater detail. It is concluded that there are many functional assessment instruments already developed which can easily be modified to accommodate the needs of a particular facility, program, or patient population.

2831 Anchor, K., et al. (1980). Work behavior sampling in vocational assessment: Applications for neuropsychological methodology. Valpar-Spective, 3(1), 1-3.

From a review of the literature, it is shown that behavioral assessment utilizing work samples holds promise of being more utilitarian in predicting job performance than previous measures of ability. This article describes the work sample process and identifies the benefits from its use for both the vocational specialist and the client. A sample case study is discussed, utilizing work samples from the Valpar Corporation Work Sample System.

2832 Gannaway, T., Sink, J., & Becket, W. (1980). A predictive validity study of a job sample program with handicapped and disadvantaged individuals. The Vocational Guidance Quarterly, 29(1), 4-11.

Encouraged by the initial research results in 1976, this second study was undertaken to determine the predictive validity at statistically significant levels of the Vocational Evaluation System (VES). Job sample performance and subsequent referral for specifically related jobs for individuals in the sample population were correlated. Results indicated relatively strong predictive validity when using the VES with handicapped and disadvantaged individuals. The need for further validity studies in other settings with other populations is recognized.

2833 Marinelli, R. (1982). Review of Field, T., Harris, S., & Sink, J., VDARE training manual and Field, T., & Field, J. (Ed.), The classification of jobs according to worker trait factors. Rehabilitation Counseling Bulletin, 25(5), 313-315.

These two books are useful resources for rehabilitation professionals. Until the supplement to the 1977 DOT is available, the Classification of jobs is invaluable for determining the worker traits required of occupations. The VDARE Process discussed in the Training Manual provides a useful and systematic means for collecting, recording, and synthesizing client data. However, the material is poorly edited, organized, and documented.

2834 Lynch, R., & Martin, T. (1982). Rehabilitation counseling in the private sector: A training needs survey. Journal of Rehabilitation, 48(3), 51-53, 73.

Recognizing the recent growth of the private-for-profit sector in rehabilitation, this research examines the education and experience of individuals in the private sector and their perceptions of important skill and knowledge areas for effective service provision. Results indicate that primary training needs are in the areas of assessment, job analysis and placement, communication, and organization. The need for curriculum changes reflective of the employment requirements in the private sector is stressed.

2835 Bax, D. (1982). Computer programmer aptitude test for the totally blind. Journal of Rehabilitation, 48(3), 65-68.

While opportunities for jobs in the field of computer programming exist for the totally blind, visually oriented measurement instruments to assess that aptitude are inappropriate. This paper describes the process undertaken by staff at the Jewish Guild for the Blind to develop a computer programmer aptitude test for use with totally blind individuals. Portions of available aptitude and computer tests were selected and transcribed in braille. All procedures for administration and scoring have been developed, but normative data remain incomplete.

2836 Byrd, E. (1982). Time management in a rehabilitation setting. Journal of Rehabilitation, 48(3), 47-50.

This discussion of time management begins with a series of questions posed to the rehabilitation professional regarding job habits. From the responses, it is possible to identify patterns and problems of self-management and time. A model of personal time management is presented, which is individualized according to tasks and priorities. With effective time management, issues of productivity and accountability can be addressed.

2837 Brickey, M., Browning, L., & Campbell, K. (1982). Vocational histories of sheltered workshop employees placed in projects with industry and competitive jobs. Mental Retardation, 20(2), 52-57.

With more opportunities for sheltered workshops to increase competitive job placement, this research examined the vocational histories of 73 persons placed in Projects with Industry (PWI) and/or competitive jobs in 1978. Variables such as types of jobs, longevity, and effectiveness of PWI placements in leading to competitive employment were analyzed. Job variables such as structure appear to be more critical to job success than employee demographic variables such as IQ. Two alternatives to individual job placements were discussed.

2838 Czerlinsky, T. (1980). Development of a vocational decision-making interview for vocational evaluation clients. The RTC Connection, 2(2), 1-4.

One general area of agreement among vocational evaluators is that the more the clients are involved in their own vocational decision-making, the more they benefit from vocational evaluation services. Despite this perceived importance of client decision-making, little research has been conducted. This article describes preliminary research efforts to develop an instrument for assessing vocational decision-making abilities of vocational rehabilitation clients. The DMI is described as a 70-item interview format comprised of three scales--Employment Readiness, Self-Appraisal, and Decision-Making Readiness. Pilot testing and validation studies are in process. The intent is that this research will produce an instrument of sufficient predictive validity to be useful to vocational evaluators and their clients.

2839 Stewart, W. (1980). In-service staff development in vocational assessment for the handicapped. Paper presented to the National Leadership Training Institute on Vocational Assessment for the Handicapped, Seattle, WA.

As a result of recent legislative mandates, a need for "assessment" capabilities has arisen. The necessity for a specific process, namely vocational evaluation/assessment, has caused educational institutions to seek individuals with a specific set of competencies and capabilities to implement that process. This paper suggests appropriate competencies, in-service strategies, and resources that educational agencies might utilize to prepare professionals as vocational evaluators.

2840 Richman, S., & Richman, B. (1980). Evaluation: Becoming and being a worker. American Rehabilitation, 6(1), 3-6.

Work evaluation and vocational evaluation are discussed as two separate points on a continuum. In this context, work evaluation and services help the disabled person to become a worker, and the vocational evaluation and training enables the disabled person to apply his skills in a job and be a worker. This article discusses the responsibilities of the educational and rehabilitation systems to serve the needs of disabled individuals.

2841 Cordero, J., & Schwartz, S. (1978). Vocational evaluation: A valuable resource. Disabled USA, 2(3), 24-25.

Using two case studies, this article describes the vocational evaluation process and its outcomes. It prepares potential clients for what should happen during an evaluation and provides consumer information to evaluate the appropriateness and the quality of the services. Throughout, the disabled individual is reminded to be an active member of the rehabilitation team.

2842 Jacobs, J. (1978). Gleaning: Sheltered employment for retarded adults in rural areas. Mental Retardation, 16(2), 118-122.

Gleaning, harvesting, and similar farm activities may provide employment for retarded workers in rural areas. This paper reports the initial development of such an alternative model for sheltered work. Exploration of the economic parameters and the feasibility of full-time year round employment in these activities is discussed. The advantages of this proposed model over more traditional approaches are presented.

2843 Seitz, S., & Hoekenga, R. (1974). Modeling as a training tool for retarded children and their parents. Mental Retardation, 12(2), 28-31.

A clinical training program is presented in which a modeling approach is used to teach retarded children and their parents new ways of interacting to increase the children's use of verbal communication. Results on four parent-child pairs are presented; implications discussed making the parents an integral part of the child's language development process.

2844 Caccamo, J. (1974). Consumer oriented evaluation and treatment program. Mental Retardation, 12(2), 48-49.

Consumer protection of the rights of retarded individuals is recognized to have made great advancements during the 1970's. This article describes a system of problem solving, accountability, and consumer satisfaction successfully employed by the Kansas City Regional Diagnostic Clinic. Procedures for evaluation, treatment, disposition, and follow-up are presented.

2845 Marsh, S., et al. (1980). The Functional Assessment Profile: A rehabilitation model. The Journal of Applied Rehabilitation Counseling, 11(3), 140-144.

Designed and field tested by rehabilitation practitioners, the Functional Assessment Profile (FAP) is a model for assessing clients in ten functional areas and incorporating this assessment into rehabilitation planning. It provides a conceptual framework to assist the counselor in analyzing and synthesizing information about the client. The process of development of the profile by a study group from the Massachusetts Rehabilitation Commission is presented. Also included are a description of the instrument itself, sample form, and suggestions for effective utilization.

2846 Moss, E. (1980). Geriatric rehabilitation: Group counseling vs. recreational programming for older workshop clients. The Journal of Applied Rehabilitation Counseling, 11(3), 145-148.

This study was designed to examine the relative effectiveness of group counseling and social/recreational programming in improving the adjustment of older people in a sheltered workshop setting. To examine what each of these approaches contributes to the well-being of older clients, 69 older clients were assigned randomly to counseling groups, social activities groups, and a controlled group. Results of the study are discussed in relation to rehabilitation counseling with older workshop clients.

2847 Vandergoot, D., & Swirsky, J. (1980). Applying a systems view to placement and career services in rehabilitation: A survey. The Journal of Applied Rehabilitation Counseling, 11(3), 149-155.

Thirty-three vocational rehabilitation programs were surveyed to determine their focus on placement and their consideration of longer-range career enhancement. In order to look at these programs from a broad perspective, this study applied a political systems view of organization. Components of such systems include technology, individuals, group processes, administration, and external linkages. Results and conclusions are presented in each of these areas. Suggestions for restructuring programs to better accommodate placement and career enhancement are offered

2848 Korn, T., & Brennan, T. (1978). An orientation to job analysis for vocational rehabilitation workers: A self-study package. Lincoln, NE: Rehabilitation Short-Term Training Program.

This self-study package provides information to understand the job analysis process and its application to vocational rehabilitation. Terms associated with the process are defined and uses of the analysis, including sample forms or schedules, included. Fill-in-the-blank statements are used throughout as a learning technique to reinforce important concepts.

2849 Korn, T., & Ludden, M. (1978). Using task analysis inventories in vocational rehabilitation: A self-study package. Omaha, NE: Rehabilitation Short-Term Training Program.

This self-study package provides information to understand Task Analysis Inventories and their application in vocational rehabilitation. Terms associated with the process are defined and uses of the Inventory delineated. Within the methodology section, a question and answer format addresses common concerns regarding how to conduct a Task Analysis Inventory. Fill-in-the-blank statements are used throughout as a learning technique to reinforce important concepts.

2850 Korn, T., & Livingston, R. (1978). Using job analysis in vocational rehabilitation. Omaha, NE: Rehabilitation Short-Term Training Program.

The history of job analysis is presented, including its traditional and potential uses within vocational rehabilitation services. Its methodology is delineated, accompanied by a glossary of terms and sample forms. Considerations for its application with special populations, including the physically handicapped, the mentally retarded, and the emotionally disturbed are discussed.

2851 Farr, J., et al. (1980). JIST resource packet. Indianapolis, IN: Job Information and Seeking Training Program (JIST).

This informational packet is intended for use by staff who assist job seekers to obtain employment. The various sections deal with scheduling considerations, resources needed, and interaction guidelines for the trainer/counselor. With these practical suggestions and sample materials it is possible to implement the JIST model program.

2852 Wegmann, R. Job-search assistance: A review. Indianapolis, IN: Job Information and Seeking Training Program (JIST).

This paper reviewed a series of successful programs targeted to equip the "functionally unemployed" with the tools necessary to find work quickly and efficiently. Interrelated key elements to effective job-finding were identified in all the programs and were presented as foundational principles to successful program development. These included job seeking as a full-time effort, social support for sustained motivation and activity, interview preparation, and development of inner confidence. Problems, limitations, and the need for additional research were recognized.

2853 Farr, J. (1980). Job clubs: Summary abstracts of research. Indianapolis, IN: Job Information and Seeking Training Program (JIST).

This brief discussion of research on job club activities and their placement success supports the related activities in JIST programming. Self-directed job seeking efforts and task-oriented group support programs are shown to be effective placement techniques.

2854 Job Information and Seeking Training Program. Bibliography. Indianapolis, IN: Author.

This annotated bibliography compiled by JIST staff contains books, assessment tools, exploration tools/kits, indices of career information, and lists of pertinent periodicals and journals. Recommendations for a resource library and materials to develop a job prospects list are included also. Entries targeted for special populations are cross-referenced. The format identifies possible uses, pros and cons of the material, and recommended user functioning levels.

2855 Stodden, R. (1981). Vocational assessment (Policy Paper Series: Document 6). Urbana-Champaign, IL: University of Illinois, College of Education, Leadership Training Institute/Vocational and Special Education.

This series of four policy papers addresses a wide range of concerns related to the vocational assessment of handicapped individuals which were identified at the Sixth Leadership Training Institute in Seattle, Washington, in 1980. These concerns include program improvement, in-service staff development, assessment activity planning within educational settings, and analysis of barriers which inhibit effective programming. The interrelationships of rehabilitation, special education, vocational education, and career development are discussed.

2856 Ostwald, D. (1980). The assessment guide of vocational, personal, and social development (for the handicapped). Iron Mountain, MI: Trico Opportunities, Inc.

This client rating instrument was designed to assess work-related behaviors and to serve as an aid in predicting the employment potential of vocationally handicapped individuals. Appropriate for clients from work activity to employment-ready, it may be utilized in a variety of evaluation settings. The checklist format assigns points for current behavior and skill functioning levels; these are computed in percentile scores.

2857 Educational Testing Service. (1981). Tests for Spanish speakers. Princeton, NJ: Test Collection and the Office for Minority Education.

This annotated bibliography lists instruments available to measure achievement, aptitude, and attitude of Spanish-speaking individuals. Test authors and publishers are included with their complete addresses, in order that the test materials may be obtained for inspection and review of quality.

2858 Harrand, G., & Hoffman, P. (1980). The physical capacity evaluation in vocational evaluation. SVRI National Reporter, pp. 1-2.

The importance of a Physical Capacity Evaluation (PCE) in the determination of vocational potential of a client is discussed. Performed usually by physical or occupational therapists, a PCE is composed of standardized procedures to measure muscle strength, range of motion, ability for coordinated movement, and gross sensory integration. It is seen as a means of drawing together medical diagnostic data, physical performance ability, and other vocational determinants to contribute to effective rehabilitation planning.

2859 Menz, F., & Roy, R. (1981). Private industries' use of on-the-job training: Massachusetts Case Study. The RTC Connection, 3(1), 1-4.

To understand the status of on-the-job training (OJT) in competitive employment, this study surveyed manufacturers in one state regarding: the purposes of OJT; the kinds and extent of jobs for which they provided it; how and by whom it was conducted; how trainees got into it and how they fared (in pay and tenure); how it was financed; their perceptions of its problems; and expectations of its future. Results and implications for rehabilitation services from evaluation to placement were discussed.

2860 Carey, M. (1979). The interpretation and use of occupational employment projections in vocational rehabilitation counseling. In R. Livingston & T. Korn, Trainers Manual II: Placement Applications of Job Analysis, Job Development, Job Forecasting and Job Engineering in Vocational Rehabilitation. Lincoln, NE: University of Nebraska-Lincoln, Department of Educational Psychology and Measurements.

This paper is presented as an aid to the vocational rehabilitation worker to gain a clearer understanding of occupational projections and their use in career planning. Employment projections from the Occupational Outlook Handbook are interpreted and used with hypothetical cases. Assets and limitations of the data are discussed.

2861 Colvin, C. (1979). Variations in job analysis. In R. Livingston and T. Korn, Trainers Manual II: Placement Applications of Job Analysis, Job Development, Job Forecasting, and Job Engineering in Vocational Rehabilitation. Lincoln, NE: University of Nebraska-Lincoln, Department of Educational Psychology and Measurements.

Three approaches to job analysis are discussed: the quick overview; the detailed specific-job, specific-plant method; and the job restructuring approach. Advantages and disadvantages of each are presented; sample forms appear in the appendices. The importance of job analysis as a placement tool in the rehabilitation process is summarized.

2862 U.S. General Accounting Office. (1980). Better reevaluations of handicapped persons in sheltered workshops could increase their opportunities for competitive employment. Washington, DC: Author.

This report to the HEW secretary discusses the issue of annual reevaluation of handicapped persons to determine their potential for vocational rehabilitation services. Collected data indicated that many states were in noncompliance with this requirement of the Rehabilitation Act of 1973. Further, it was noted that RSA was inadequate in providing guidelines and direction for these reevaluations. Specific recommendations are described to remedy this situation.

2863 Ryan, D. (1980). *The influence of teacher certification on salary and time on job of in-school vocational evaluators*. A project submitted in partial fulfillment of the master's degree, DePaul University, Chicago, IL.

The status of vocational evaluators within school systems in Ohio is the focus of this research investigation. Traditionally, the position of vocational evaluator within these programs has been filled by teacher certified personnel. A survey of in-school evaluators collected information on wages, time on the job, and experience. Results demonstrated a significant inequity between teacher certified evaluators and non-teacher certified evaluators. Recommendations involving certification and civil service classification are presented.

2864 Swallow, R. (1981). Fifty assessment instruments commonly used with blind and partially seeing individuals. *Journal of Visual Impairment and Blindness*, *75*(2), 65-72.

For each of the 50 most commonly used assessment instruments, this bibliography gives the age/grade for which it is designed, the time required to take the test, a brief description, and name and address of publisher. General guidelines for test selection, administration, and reporting are included.

2865 Wesolek, J. (1980-81). Work design: A consideration for vocational evaluators. *SVRI National Reporter*, pp. 1, 6-7.

Since work place design can dramatically effect output of workers, this article highlights some of the basic considerations of human factors in work design. Further it suggests how these considerations should be incorporated into work sample development, production work layout and job station design. Principles for design of tools and equipment, for motion economy, and for the general work environment are enumerated.

2866 Schmitt, S. (1980-81). Independent living: A new dimension for SVRI services. *SVRI National Reporter*, pp. 1-2.

To provide independent living services in nine rural counties in Wisconsin, a grant was awarded to the Vocational Development Center at the Stout Vocational Rehabilitation Institute. The goal of the project is to identify severely disabled persons in these counties and to assist them in achieving their independent living objective. This article describes the structure of the program, staffing, and services.

2867 Irvin, L., et al. (1981). Vocational skill assessment of severely mentally retarded adults. *American Journal of Mental Deficiency*, *85*(6), 631-638.

Due to the inherent problems using work samples with this population, the Trainee Performance Sample, a vocational skills assessment instrument was revised to enhance its content validity and its utility in making vocational skill learning placements for severely retarded individuals. Its selection for revision was due to its process measurement approach, where each of the 30 test items, a variety of benchwork tasks, include both training and correction procedures within the item. Psychometric analysis described in this article demonstrated that the revised instrument meets standard test development criteria. Thus, a dynamic approach to vocational skills assessment for severely retarded individuals has been shown to have both utility and psychometric adequacy.

2868 Brickey, M. (1980). When and how to do task analysis. *The Learner in the Process*. *2*(1), 21-31.

From a review of the literature, task analysis is presented as a technique to teach tasks that are otherwise too complex to learn, to reduce confusion and errors, to learn more about the task, and to increase industrial efficiency. This article presents a step-by-step sequential approach to performing a task analysis. Shoe tying is used as an example, complete with illustrations, and delineations of hand motions and trainer procedures.

2869 Lauritsen, R., et al. (1979). *The role of vocational assessment in vocational-technical education in Minnesota*. A task force report for the Minnesota Division of Vocational-Technical Education, Special Needs Unit.

With the increased interest in vocational assessment programs, this report specifically is concerned with the role of vocational assessment in serving special needs students in Minnesota's AVTI system. The contents include: a review of the legislative mandates; a definition of the role of vocational assessment centers in vocational education; a description of the present state-of-the-art of vocational assessment in Minnesota; a description of the essential component and methodologies of vocational assessment; and a rationale for the continued maintenance of existing vocational assessment centers and the controlled growth of future programs. A glossary of terms and several case studies are contained in the appendices.

2870 U.S. Department of Labor, Employment and Training Administration. (1982). *A guide to job analysis: A "how-to" publication for occupational analysts*. Menomonie, WI: University of Wisconsin-Stout, Stout Vocational Rehabilitation Institute, Materials Development Center.

This guide, published by an external source due to printing restrictions by federal agencies, represents a major improvement in job analysis techniques and methodologies. It is divided into three sections: methodology and applications; job analysis components of Work Performed and Worker Characteristics; and forms and procedures for use within the United States Employment Service.

2871 Stone, C. (1981). How to use the 1977 Dictionary of Occupational Titles (fourth edition). Unpublished manuscript.

This brief review of the classification systems used in the Dictionary of Occupational Titles explains how job information is organized. Changes from the Third Edition are noted.

2872 Botterbusch, K. (1982). A comparison of commercial vocational evaluation systems (second edition). Menomonie, WI: University of Wisconsin-Stout, Stout Vocational Rehabilitation Institute, Materials Development Center.

Due to innovations in the application of vocational evaluation services and to the introduction of new equipment and "software," this publication presents an updated and objective comparison of commercial vocational evaluation systems on the market. Prepared as a guide for potential purchasers, it contains information on how to select a commercial system, a brief comparison of the systems according to major criteria, and a detailed description of each system, including reviewer's comments, address, cost, and references.

2873 Hagner, D., & Como, P. (1982). Work stations in industry: An alternative for the training and employment of handicapped individuals. Menomonie, WI: University of Wisconsin-Stout, Stout Vocational Rehabilitation Institute, Materials Development Center.

This manual presents a successful model for the development and utilization of work stations in industry. The format describes a step-by-step procedure for implementing a similar program by facility staff. Guidelines are included for introducing change in marketing, bidding and contracting, starting up and operating these work stations.

2875 Geletka, J. R. (1982). A creative partnership project with industry: A resource manual for the development of an industry initiated project to facilitate the employment of disabled persons nationwide. Washington, DC: Electronics Industries Foundation.

This resource manual is intended for use by organizations planning the development of an industry-oriented outreach program for the employment of disabled individuals. The contents present narrative guidelines and specific examples which model the Project with Industry (PWI)/Electronics Industries Foundation (EIF) cooperation from 1978 to date. Information on advisory groups, staffing, data needs, services/programs, marketing, and public relations is included.

2876 Heaton, S. M., Nelson, A. V., & Nester, M. A. (1980). Guide for administering examinations to handicapped individuals for employment purposes. Washington, DC: U.S. Office of Personnel Management.

Intended for Federal government examiners, this pamphlet offers guidelines for administration of written tests to persons with visual, hearing, and motor impairments. Information on effective personal interactions and evaluation of the physical accessibility of test sites is also included. Common stereotypes regarding disabling conditions are presented and discussed.

2877 Bernstein, G. S., et al. (1981). Behavioral habilitation through proactive programming. Baltimore, MD: Paul H. Brookes Publishing Company.

Designed specifically for direct care providers, this handbook presents a proactive programming approach based upon prevention and promotion, not just treatment and reaction. The skills needed to design total habilitation programs are presented. These include assessment of client behaviors, identification of programming options, evaluation of instructional materials, and use of community resources. Chapter objectives and skill-building exercises reinforce these concepts.

2878 Redkey, H. (1979). Who needs facility specialists? American Rehabilitation, 5(2), 13-15.

This text of a keynote address delivered at a training meeting for state vocational rehabilitation facility specialists in Dallas reviews the developments of their role in light of contemporary facility concerns. Extended employment problems, the state VR charges, leadership needs, and bureaucracy are discussed.

2879 Vandergoot, D. (1982). Work readiness assessment. Rehabilitation Counseling Bulletin, 26(2), 84-87.

This overview of the development of work readiness identifies three distinct aspects: general work readiness; specific work readiness; and placement readiness. Factors which influence all three are discussed, particularly as they affect assessment efforts.

2880 Carsrud, A., et al. (1981). Predicting vocational aptitude of mentally retarded persons: A comparison of assessment systems. American Journal of Mental Deficiency, 86(3), 275-280.

Due to the increased emphasis on accurate assessment of vocational potential of mentally retarded persons, this study was designed to measure the predictive ability of two well-used behavioral checklists (the San Francisco Vocational Competency Scale and the AAMD Adaptive Behavior Scale) as compared to a multidimensional battery, the McCarron-Dial Work Evaluation System.

2881 Garbin, A. P., & Stover, R. G. (1980). Vocational behavior and career development, 1979: A review. Journal of Vocational Behavior, 17(2), 125-170.

Selected books and articles published in 1979 are summarized in this extensive review of literature on vocational behavior and career development. Topics covered include: perspectives on work; assessment measures; vocational aspirations-choice; job seeking and recruitment; occupational careers; motivations, needs, and goals; worker adjustment; work and the social structure; and interventions. Observations about the trends and omissions of contemporary research are noted.

2882 Prediger, D. J. (1981). Getting "ideas" out of the DOT and into vocational guidance. Vocational Guidance Quarterly, 29(4), 293-305.

Based on job analyses for all occupations in the DOT, this article researches and supports the separate identities of data and ideas work tasks, and the existence of data/ideas and things/people work task dimensions. From this research, applications for vocational guidance are discussed.

2883 Beley, W., & Felker, S. (1981). Comprehensive vocational evaluation for clients with psychiatric impairments. Rehabilitation Literature, 42(7-8), 194-201.

Developed to provide integrated, comprehensive vocational evaluation services to psychiatrically disabled clients, this model presents a team approach to case management. Using psychometrics, work sampling, and situational assessment, the psychologist and the work evaluator fuse two perspectives of the rehabilitation process; their functions and responsibilities overlap and interchange. Client involvement is seen as the other critical element in successful vocational evaluations with this population. The need for additional research and validation studies of this model is recognized.

2884 Vander Kolk, C. J. (1981). Assessment practices with the visually impaired. Journal of Rehabilitation, 47(2), 22-27.

From a survey of rehabilitation agencies for the blind, it was found that a significant number contract assessment services from other sources. Data regarding staff assignments, duration of the assessment, instruments used, improvements needed, and unserved clients were reported. Implications for rehabilitation staff, and suggestions for research and training were discussed. A chart outlining advantages and disadvantages of tests frequently used with the blind was included.

2885 Lynch, R. K., & Maki, D. R. (1981). Searching for structure: A trait-factor approach to vocational rehabilitation. Vocational Guidance Quarterly, 30(1), 61-68.

Following a presentation of the parameters and processes of vocational rehabilitation, this article proposes a trait-factor approach as the most efficient, effective, and expedient orientation to problem solving and vocational guidance. Its six-step sequence in the counseling process - analysis, synthesis, diagnosis, prognosis, counseling, and follow-up - provide a systematic and problem-solving framework. While it is admitted that counseling approaches must be individualized, this approach which fits the VR model, should be considered as one effective choice.

2886 Prediger, D. J. (1981). Mapping occupations and interests: A graphic aid for vocational guidance and research. Vocational Guidance Quarterly, 30(1), 21-36.

Due to the number of interest inventories based on Holland's interest types and their widespread use, a simple procedure was undertaken and described in this article to translate scores into locations on his model of the work world and into regions on the ACT World-of-Work Map. Foundations and applications for mapping occupations and interests are discussed, including his conceptualization of work-task dimensions as either data vs. ideas or things vs. people.

2887 Wiggins, J. D., & Moody, A. (1981). A field-based comparison of four career-exploration approaches. Vocational Guidance Quarterly, 30(1), 15-20.

For high school age students, the "career cluster" exploration method determined by the U.S. Department of Labor has been used most commonly, despite their observed negative reactions to such programs. The results of this study indicate that, when compared to other approaches, it was the most deficient in meeting student needs. Other conclusions discussed were that individualized approaches were more successful and that paper-based career exploration approaches are as effective as people staffed ones.

2888 Lange, S., & Coffman, J. S. (1981). Integrative test interpretation: A career counselor tool. Vocational Guidance Quarterly, 30(1), 73-77.

Due to their recognition of training deficits in career counseling techniques, two counselor educators developed and implemented a career module to provide additional training in test interpretation and career exploration activities. Sensitivity to client needs and development of a comprehensive view of client work orientations were primary goals. Analysis of trainee reactions suggested a beginning counselor's preference for structure and technique and his/her emerging empathy for clients.

2889 Becker, R. L., Schull, C., & Campbell, K. (1981). Vocational interest evaluation of TMR adults. American Journal of Mental Deficiency, 85(4), 350-356.

Fifty TMR adults participated in this three-stage job-training and placement program spanning five years. Expressed and tested interests were correlated, as were relationships between tested interest and such variables as chronological age and IQ levels. Results discussed the reliability and stability of interest factors. In addition validation studies were completed for the instrument used, the Reading-Free Vocational Interest Inventory.

2890 Walls, R. T., Sienicki, D. A., & Crist, K. (1981). Operations training in vocational skills. American Journal of Mental Deficiency, 85(4), 357-367.

Training of the generic operations involved in the acquisition of specific vocational tasks was investigated to determine whether such training reduces performance time and errors. Mentally retarded clients in a sheltered workshop participated in either mechanical or wood operations training. Results showed that significant time and error savings occurred when subjects had been trained previously on the generic operations. Suggestions for training in component operations to facilitate transferability of skills were presented.

2891 Vocational habilitation for severely handicapped youth project. (1981). Columbia, MO: University of Missouri, Department of Special Education.

This manual represents the efforts to date of a model for community-based vocational assessment, training, and competitive placement for severely handicapped youth. Assessment and training activities occur in real community settings. The steps and procedures outlined in detail are intended as components to be used selectively by other personnel to guide in the development of a model particular to their program resources and needs.

2892 Wilkinson, J., & Canter, S. (1982). Social skills training manual: Assessment, programme design, and management of training. Chichester, England: John Wiley and Sons.

This practical guide is intended to train professionals in the skills of assessing and identifying social skills difficulties and in designing programs to meet the specific needs of their selected client population. The content focuses on three major activities: assessing problems, designing programs, and managing them. Detailed examples of group session activities are provided.

2893 Volin, L. (1981). Before you start: A library can help you find a job. Disabled USA, 4(9-10), 15-16.

Addressed to the job seeker, this brief review identifies occupational resources found in community libraries. Information on job skills, attitudes, job-hunting techniques, and business opportunities, including those targeted for the disabled individual are discussed.

2894 Suazo, A. (1981). Being competitive: Sheltered workshops pursue an elusive goal. Disabled USA, 4(9-10), 17-18.

This brief discussion of sheltered workshops explains their purpose and their predicament. Due to their employment of many considered as "poor workers," these facilities face several financial and personnel problems outlined in this article. The examples of two successful programs are discussed.

2895 Shapiro, D. (1981). No bed of roses. An inside look at sheltered work. Disabled USA, 4(9-10), 19-20.

This personal testimony describes the plight of a visually handicapped worker in sheltered settings.

2896 Owen, M. J. (1981). Independent living makes dollars and cents. Disabled USA, 4(9-10), 28-29.

With decreased governmental funding of independent living programs, it has become necessary to adopt a businesslike approach to this human service. This article describes such efforts by a St. Louis-based program entitled "Paraquad." Independent living programs (ILP's) are presented as a resource to the business community in areas such as transportation services, peer counseling, and technical advice on work accommodations.

2897 Elliott, B. (1981). Bread and butter engineering. Simple gadgets with big payoffs. Disabled USA, 4(9-10), 30-32.

Recognizing the prohibitive costs of many individualized rehabilitation engineering solutions, the state of North Carolina mandated a project to design aids and techniques to get disabled individuals to work. This article describes the efforts of the staff rehabilitation engineers to meet that challenge, and several of their successes are cited as examples. Engineering students frequently were used as resources for adaptations and new designs.

2898 Thomas, J. (1981). Exploring vocational opportunities with visually impaired older people. New York, NY: New York Infirmary Beekman Downtown Hospital/Center for Independent Living.

Designed essentially for rehabilitation workers in the area of gerontological program development, this text illustrates approaches to meet the vocational needs of the older visually impaired population. Content areas include community education strategies, adult learning environments, informal and formal evaluation processes, and job placement. Appendices contain resource materials and statistical data.

2899 DeVries, J., Larabie, D. D., Hagon, E., & Luup, R. Resources in community living skills. Ontario, Canada: Ptarmigan Publishing.

This annotated bibliography of books, articles, films, and kits has been compiled to serve the instructor and the individual who is preparing to live in the community. Entries are listed alphabetically, with author and subject indices included. Each annotation describes the contents and instructional levels with U.S. and Canadian distributors and cost of materials at time of publication listed.

2900 Start, S. L. & Associates, Inc. (1982). Training persons with handicaps (Technical Assistance Packet). Olympia, WA: State of Washington Employment Security Department.

To broaden vocational training and employment opportunities for moderately retarded individuals in Washington, this project, funded by the Comprehensive Employment and Training Act, developed assessment tools and training curricula in three vocational skills areas: electronics assembly; janitorial services; and pallet repair and production. Each curriculum contains a work adjustment component. The materials are competency-based for use with other populations in a variety of settings.

2901 Baker, R. J. (1981). The future of rehabilitation depends on all of us. Vocational Evaluation and Work Adjustment Bulletin, 14(2), 50-51.

The impact of proposed federal funding reductions for 1981 is hypothesized for a variety of positions and individuals involved in the rehabilitation process. Despite its 60 year history of cost effective service, rehabilitation is seen to be dependent upon the efforts of these persons for survival.

2902 Muse, W. C., & Haines, C. E. (1981). A reassessment of the JEVS 1973 and 1976 norms. Vocational Evaluation and Work Adjustment Bulletin, 14(2), 53-60, 73.

This JEVS renorming effort is reported to provide work evaluation facilities with data based on a sufficiently large handicapped population, 1172 clients of varying disabilities. The methodology is described, supported by extensive tabular information. In replacing the excessively skewed scores obtained previously, these results are presented with statements of caution. Implications for future research and validation are discussed.

2903 Moore, A. B., Gartin, B. C., & Carmack, N. D. (1981). WRAT and SIT: Tools for assessing handicapped adults. Vocational Evaluation and Work Adjustment Bulletin, 14(2), 61-64.

This study was undertaken by a rehabilitation workshop in Georgia to report data on two psychometrics for their handicapped adult population, to determine the relationship of the achievement measure (WRAT) to the intelligence instrument (SIT) and to compare score distributions of this population with others. The findings support the validity of using the WRAT and SIT to assess general intelligence and academic achievement for this group and similar populations.

2904 Shofner, B. (1981). The rehabilitation problem of adult dyslexia. Vocational Evaluation and Work Adjustment Bulletin, 14(2), 65-69.

Adult dyslexia is identified as a rehabilitation problem warranting recognition and service. The disability is defined, supported by numerous research studies. One empirical investigation is described in detail, comparing dyslexic and normal reading adults on the basis of their performances on the Perceptual Memory Test. Results are presented, with implications for rehabilitation efforts with this population. The importance of an early assessment of learning style is discussed.

2905 Alper, S., & Choisser, L. (1981). Community-referenced vocational assessment of the severely handicapped. Vocational Evaluation and Work Adjustment Bulletin, 14(2), 70-73.

This alternative approach to vocational assessment is based on observable and measurable skill requisites of competitive employment settings. Identified through job site analyses, the particular skills to be assessed will vary according to the local community characteristics and job market conditions. The assessment process is described, based on the model in operation at a youth habilitation project in Missouri. Applications for a severely disabled population are discussed.

2906 Greenstein, B. P., & Baum, K. L. (1981). On becoming a successful employee. Vocational Evaluation and Work Adjustment Bulletin, 14(2), 74-79.

Defining "successful job placement" as community employment for a one to two year time period, this report from a large multi-service rehabilitation agency in New York City indicates significantly higher job retention statistics. Illustrated by three case studies, the feedback model utilized during the work adjustment process is presented as one explanation for this success.

2907 Rudrud, E. H. (1981). Job openings and client placements over and under met needs. Vocational Evaluation and Work Adjustment Bulletin, 14(2), 80-82, 85.

Comparing competitive employment placement data for clients served by community-based programs with actual jobs available through the Job Service of South Dakota, this investigation noted discrepancies. Client placements in certain occupations exceeded or fell short of the percentage of available jobs. Implications for community-referenced habilitation training programs are discussed.

2908 Godley, S. (Ed.). (1981). Review of Wright, G., Total rehabilitation (as reviewed by J. Lorenz). Vocational Evaluation and Work Adjustment Bulletin, 14(2), 83-85.

Described as the most definitive review of the body of knowledge in rehabilitation to date, this well documented text is considered a must for the library of any serious practitioner or student of rehabilitation. Major topic areas include Foundations, Resources, Assessment, Counseling, and Placement.

2909 Gartin, B. C. (1981). Tools, equipment, and machinery, adapted for the vocational education and employment of handicapped people. In A. Sax (Ed.), Innovations in vocational evaluation and work adjustment. Vocational Evaluation and Work Adjustment Bulletin, 14(2), 86.

This catalog of commercially available equipment is intended to serve as a resource guide for rehabilitation personnel and as an "idea book" to stimulate individual creative solutions in working with disabled persons. Ordering information is included.

2910 McDaniel, R. S. (1981). Rehabilitation: On death, dying, and depression? Vocational Evaluation and Work Adjustment Bulletin, 14(3), 98-99.

This editorial highlights the advancements made by professionals in vocational evaluation and work adjustment despite the current economic and political situations. The philosophies, tools, and knowledges are spreading to other areas. Goals for the professional organization are identified as strengthening this with related organizations, disseminating information, lobbying, and improving service delivery models.

2911 Herbert, J. T., & Menz, F. E. (1981). Reactions to research on therapeutic effects of vocational evaluation: A selective review of the problems and alternatives. Vocational Evaluation and Work Adjustment Bulletin, 14(3), 100-107.

From a review of the literature, the absence of research reports in vocational evaluation is attributed to a lack of consensus regarding a definition of evaluation and the goals of the process. These inconsistencies create additional problems when investigating the therapeutic effects of vocational evaluation. The acute need for research to incorporate and verify past findings, as well as to expand existing knowledge is stressed.

2912 Peterson, M. (1981). Developing a model of vocational assessment for use in public schools in Texas. Vocational Evaluation and Work Adjustment Bulletin, 14(3), 108-113.

To aid in developing a general descriptive model of vocational assessment in schools, this study was undertaken to provide input for the Task Force on Vocational Assessment at the Texas Education Agency. Data collected from a comprehensive literature review, advisory group interaction, and survey of four related personnel groups were analyzed. The resulting model is described, highlighting significant characteristics particular to an educational setting. Implications for VEWAA and the continued development of the field are discussed.

2913 Crimando, W., Coker, C. C., & Engelkes, J. R. (1981). Cognitive styles: Evidence of impact on performance. Vocational Evaluation and Work Adjustment Bulletin, 14(3), 114-119.

To investigate the effect of individual differences in cognitive styles on task performance and work adjustment, retarded subjects were assigned to experimental groups based on mental age and responses to two tests measuring color-form preferences. It was hypothesized that sorting performance would be affected; color-salient clients would excel at sorting objects by color and form-salient clients would sort better by shape. Results supported this hypothesis, while the relationship between color-form salience and work adjustment ratings was inconclusive. Implications, especially given the sorting function of many sheltered workshop jobs, are discussed.

2914 Thomas, S. W. (1981). Rehabilitation engineering in vocational evaluation and work adjustment. Vocational Evaluation and Work Adjustment Bulletin, 14(3), 120-124.

The role of the rehabilitation engineer in the vocational evaluation and work adjustment process is discussed. Resource materials are listed for practitioner reference, with guidelines for establishing working relationships with local engineers. The North Carolina state project is presented as one effective model. Recommendations for national efforts to enhance this cooperation are outlined.

2915 Ciardiello, J. A. (1981). Job placement success of schizophrenic clients in sheltered workshop programs. Vocational Evaluation and Work Adjustment Bulletin, 14(3), 125-128.

This research hypothesized that schizophrenic clients would be less successfully placed from workshop programs than other disabled groups. This failure was thought to be related to aptitude patterns. Results of the archival study support these hypotheses; schizophrenics have a poorer placement rate, and their GATB scores, particularly those measuring finger dexterity, were lower than the general population. Implications are discussed, suggesting that one reason these clients are not successfully placed is that the work experiences which are provided by rehabilitation facilities require finger dexterity.

2916 Joque, J. E. (1981). Multidisciplinary approach to evaluation of blind clients for vending stand management training. Vocational Evaluation and Work Adjustment Bulletin, 14(3), 129-132.

This specialized comprehensive approach combines evaluation and training services to blind individuals specifically interested in a career in vending stand management, as specified by the Randolph-Sheppard Vending Stand Act of 1936 and its subsequent amendments. Four discipline areas are evaluated: communications; orientation and mobility; activities of daily living; and vocational potential. Each is discussed, and the interdisciplinary team concept emphasized. Statistics from the Tennessee Business Enterprise Program Model are presented.

2917 Maki, D. R., & Riggar, T. F. (1981). Characteristics of the VEWAA membership. Vocational Evaluation and Work Adjustment Bulletin, 14(3), 133-138.

From a survey of a random sample of the total VEWAA membership, this study identifies their personal, educational, employment, and professional characteristics. Summary data, presented in narrative and tabular forms, then may be compared with previous or future studies to assess growth and change in VEWAA. Another application for the data is for research estimations of sample representativeness relative to the composition of the VEWAA membership reported in this study.

2918 Godley, S. (Ed.). (1981). Try another way reviews. Review of Gold, M., Did I say that? and Try another way training manual (as reviewed by P. Lustig). Vocational Evaluation and Work Adjustment Bulletin, 14(3), 139-140.

These books are reviewed as honest and useful complementary texts to understand the theory and practical application of Dr. Gold's work with retarded persons. Chapters with specific application for evaluation are highlighted.

2919 Sax, A. B. (1981). New VEWAA/CARF standards for work evaluation and adjustment. Vocational Evaluation and Work Adjustment Bulletin, 14(3), 141-143.

These revised standards, approved by the 1981 VEWAA Executive Board, become the 1982 CARF Standards. Each is stated, with particular attention drawn to revisions in caseload management and the work adjustment plan.

2920 Baker, R. J. (1982). Service cutbacks - minimizing their effects. Vocational Evaluation and Work Adjustment Bulletin, 15(1), 2.

With the continued thrust of reduced funding, this editorial identifies directions practitioners may take to address these cutbacks proactively. In addition to the federal and legislative contacts, these focus on community and in-agency efforts to identify more efficient and effective ways to generate positive rehabilitation program results.

2921 Roberts, D. (1982). A progress assessment procedure for work activities programs. Vocational Evaluation and Work Adjustment Bulletin, 15(1), 3-4.

The efforts of one rehabilitation facility to assess and monitor work activity programming are described. Based on a system of levels with established criteria for advancement, this procedure targets four categories: work behaviors; productivity; communication; and social interaction. Implications for program evaluation and for transitional services are discussed.

2922 Gregory, R. J., et al. (1982). The techniques of work adjustment. Vocational Evaluation and Work Adjustment Bulletin, 15(1), 5-10.

This annotated list of forty work adjustment techniques, developed by Milton Levine and participants of the Cornell Work Adjustment Services Training Project, may be used by facility personnel to effect changes in the work-related behaviors of clients. The techniques are rank ordered by project participants according to their knowledge of each. Applications of this list for staff training and services are discussed.

2923 Rosenberg, B. (1982). An abbreviated work sample battery. Vocational Evaluation and Work Adjustment Bulletin, 15(1), 11-14.

The need to reduce the length of traditional evaluation procedures to serve new populations has forced vocational evaluators to reassess their methods. This article describes abbreviated work sample batteries, which translate all collected vocational information, both work sample results and interest information, into worker trait groups. Examples of their uses at the International Center for the Disabled (ICD) are included.

2924 Brickey, M. (1982). Dexterity test utilization with moderately and severely retarded workshop employees. Vocational Evaluation and Work Adjustment Bulletin, 15(1), 15-18, 34.

This study explored the implications of using dexterity, IQ, and Bender Gestalt tests with moderately and severely retarded workers. Results indicated that distinctions should be made concerning training, speed, accuracy, and initial vs. experienced performance. The implications for vocational testing and interpretation are discussed.

2925 Rudrud, E. H., et al. (1982). Community referenced assessment of vocational knowledge and preference. Vocational Evaluation and Work Adjustment Bulletin, 15(1), 19-21.

Assessment of vocational preference among developmentally disabled individuals presents several problems for vocational evaluators. In this study a slide/tape presentation was developed to investigate its effect on cognitive skills and vocational preference. Results are presented, including a discussion of the benefits of this type of assessment instrument.

2926 Berven, N. L., & Maki, D. (1982). The concept of employed client norms: An application to Philadelphia JEVS work samples. Vocational Evaluation and Work Adjustment Bulletin, 15(1), 22-28.

The concept of employed client norms is discussed as a third alternative to client and industrial norms. In this study, ten Philadelphia JEVS work samples were renormed to apply this concept. The ease of data collection is presented, as well as the overall implications for vocational practice and research.

2927 Godley, S. (Ed.). (1982). Review of Vander Kolk, C., Assessment and planning with the visually impaired (as reviewed by M. Hafer). Vocational Evaluation and Work Adjustment Bulletin, 15(1), 29-30.

This compendium of information is described as an excellent foundation for assessment of the psychosocial, vocational, and educational functioning of visually impaired individuals. Important features of the book are the final chapter on assessment reporting and planning and the presentation of results of relevant research. Revised Purdue Pegboard norms are included, as well as response patterns for a vocational interest inventory.

2928 Godley, S. (Ed.). (1982). Review of Institute for information studies reviews (as reviewed by W. Crimando). Vocational Evaluation and Work Adjustment Bulletin, 15(1), 30-31.

This series of books is intended to provide disabled persons, their families, and friends with valuable resources on living with disability. Described as convenient and readable, these booklets address the following issues: financial resources; hiring and supervising practices of personnel service providers; psychosocial adjustment; and lobbying for the rights of disabled people.

2929 Botterbusch, K. (1982). SAGE - System for assessment and group evaluation. Vocational Evaluation and Work Adjustment Bulletin, 15(1), 32-34.

Using a combination of apparatus and paper-and-pencil tests, this system is described as basically an ability assessment device. Modeled on the General Aptitude Test Battery (GATB), it can be administered in three hours, generating data related to the Fourth Edition of the DOT. Its assets and limitations are discussed, particularly as applied to the vocational evaluation process.

2930 Riggar, T. F., & Maki, D. R. (1982). How does VEWAA serve you? Vocational Evaluation and Work Adjustment Bulletin, 15(2), 46, 77.

The results of a 1981 study of VEWAA membership are reported and discussed. Response patterns according to position are presented, as well as data on the status of evaluation and adjustment as professions. Overall sixty-four percent of the sample responded that VEWAA represents their professional interests.

2931 Ludlow, G., & McGlasson, M. (1982). 1981 Texas VEWAA Survey of preferred vocational evaluation systems. Vocational Evaluation and Work Adjustment Bulletin, 15(2), 47-48.

Recognized as a state information resource regarding commercially available vocational evaluation systems, Texas VEWAA surveyed practicing evaluators to gather valuable information on system uses and preferences. Results are presented, including data on VEWAA membership, educational background, and state certification of evaluation personnel.

2932 McCarron, L. T., & Ludlow, G. C. (1982). Specificity and redundancy in vocational evaluation procedures: Factor analysis of manual dexterity skills. Vocational Evaluation and Work Adjustment Bulletin, 15(2), 49-54, 62.

A factor analysis was conducted to explore the underlying dimensions of neuromuscular skills provided by seven currently used measures of manual dexterity. The resulting correlation coefficients among these measures indicated considerable redundancy. Other results are discussed, considering factors such as the speeded nature of the measures, the use of small tools, the practice effect, and specific handicapping conditions. Implications for vocational decision-making for the development of taxonomies of skills are presented.

2933 Atkins, B. J., Lynch, R. K., & Pullo, R. E. (1982). A definition of psychosocial aspects of disability: A synthesis of the literature. Vocational Evaluation and Work Adjustment Bulletin, 15(2), 55-62.

Despite their longstanding acceptance as significant determinants in the rehabilitation process, the psychosocial aspects of disability are not defined clearly. This review of the literature examines three broad components - psychological, sociological, and disablement - and discusses their interrelationships. From these, a model of adjustment is derived, identifying coping, focus, blame, and societal influence as equally important elements on a continuum. Implications for practitioners are presented.

2934 Simon, E. P. (1982). Implementing program evaluation in a vocational evaluation unit: A case study. Vocational Evaluation and Work Adjustment Bulletin, 15(2), 63-65, 68.

Program evaluation is described as a collaborative process in this longitudinal case study. At one facility service personnel were involved in all phases of research design and implementation to facilitate staff acceptance. Effective strategies and evaluation techniques are discussed, including staff participation, utility of information, instrumentation, and the use of internal and external consultants.

2935 Cohen, C. (1982). Comparison of the RFVII and the WRIOT picture interest inventory with an EMR population. Vocational Evaluation and Work Adjustment Bulletin, 15(2), 66-68.

Due to its widespread use despite apparent sex biases (prior to its 1981 revisions), the Reading-Free Vocational Interest Inventory was compared to the Wide Range Interest and Opinion Test using ninth grade EMR subjects. Analyses of the results indicated that although the WRIOT was perceived as more sex fair, it was too difficult to administer. Suggestions for test modifications are included.

2936 Godley, S. (Ed.). (1982). Review of Deneen, L. J., & Hessellund, T. A., Vocational rehabilitation of the injured worker (as reviewed by R. Matkin). Vocational Evaluation and Work Adjustment Bulletin, 15(2), 69-71.

The contents of this text are described as guidelines for the application of professional skills to the private practice of rehabilitation. Written from the author's practical experiences within the California Workmen's Compensation system, the book is considered deficient in supporting documentation, reference materials, and general subject development. Each of the two major sections are outlined and reviewed. Its utility for rehabilitation professionals and the injured worker is discussed.

2937 Botterbusch, K. F. (1982). SAVE (package B) - Systematic approach to vocational evaluation. Vocational Evaluation and Work Adjustment Bulletin, 15(2), 72-74.

This new SAVE package expands the former system to include additional Worker Trait Groups requiring more complex ability levels. In this review, each step in the evaluation procedure is explained, including the responsibilities of the evaluator. Advantages and disadvantages are discussed; one major limitation of the system is its link to the outdated 1965 edition of the DOT.

2938 Baker, R. J. (1982). 1983 - From survival toward self-actualization. Vocational Evaluation and Work Adjustment Bulletin, 15(4), 130.

Looking ahead, this editorial discusses two "self-actualizing" issues - professional certification and interactions with other professional organizations concerned with the broad field of vocational assessment.

2939 Ugland, R. P. (1982). The Mankato productivity ratio: A method for measuring individual productivity and work adjustment. Vocational Evaluation and Work Adjustment Bulletin, 15(4), 131-135.

This method for measuring the productivity of a rehabilitation client is based on a ratio of actual production to potential. This provides a useful measure of the effects of productivity on both observable and unobservable behaviors. Step-by-step instructions to calculate the ratio are provided, using a case study for illustration. Applications for work adjustment services are outlined.

2940 Fortune, J., & Eldredge, G. (1982). Predictive validation of the McCarron-Dial Evaluation System for psychiatrically disabled sheltered workshop workers. Vocational Evaluation and Work Adjustment Bulletin, 15(4), 136-141.

This study sought to determine the usefulness of various portions of the McCarron-Dial Work Evaluation System with a specialized population, the psychiatrically disabled sheltered worker. Although the results provide exploratory predictive validity, it is concluded that additional research of the system to establish a psychiatric norm group is needed.

2941 Schloss, P. J., & Schloss, C. N. (1982). Social skills training in the vocational rehabilitation of mentally retarded individuals. Vocational Evaluation and Work Adjustment Bulletin, 15(4), 142-145.

In this review of literature, studies of social skills training are discussed, emphasizing the implications for vocational rehabilitation goals and populations. Each component of existing programs is presented separately. Recommendations for future research and practice are highlighted.

2942 Thomas, S. (1982). Pre-screening for learning disabilities with rehabilitation clients. Vocational Evaluation and Work Adjustment Bulletin, 15(4), 148-157.

Various methods for identifying the existence of a specific learning disability during the preliminary phase of rehabilitation services are presented. These strategies for screening include file review, interviewing, behavior observation, testing, and work sample evaluation. A comprehensive chart is included, organizing the information into six broad categories of learning dysfunction.

2943 Godley, S. (Ed.). (1982). Review of Pan, E., et al., Annual review of rehabilitation (Vol. 2) (as reviewed by W. Graves). Vocational Evaluation and Work Adjustment Bulletin, 15(4), 158-159.

This second volume addresses eleven rehabilitation topics of the 1980's from a research orientation. The overall quality of the contents is considered good to excellent. Those topics of direct relevance to evaluation and adjustment personnel have been reviewed in detail, including mental retardation, follow-up, work-oriented rehabilitation facilities, and placement strategies.

2944 Godley, S. (Ed.). (1982). Review of Bolton, B. (Ed.), Vocational adjustment of disabled persons (as reviewed by T. Riggar). Vocational Evaluation and Work Adjustment Bulletin, 15(4), 159-160.

This companion volume to the psychological adjustment text of 1978 is described as a comprehensive coverage of the vocational assessment and adjustment process to date. Content areas include models of adjustment, work motivation, assessment methods and tools, and strategies to promote adjustment to work.

2945 Harris, J. A. (1982). APTICOM. A computerized multiple aptitude testing instrument for cost and time effective vocational evaluation. Vocational Evaluation and Work Adjustment Bulletin, 15(4), 161-162.

APTICOM is described as a computerized desk top testing console and battery to measure DOL defined aptitudes. The battery includes eleven tests which are administered and scored by the console. These eleven areas correlate to the same aptitudes measured by the GATB. Jobs are identified according to the Occupational Aptitude Pattern (OAP). Use of a printer for data printouts is possible.

2946 Thomas, S. W. (1982). Facing future shock. Vocational Evaluation and Work Adjustment Bulletin, 15(3), 86.

The present state of rehabilitation regarding funding, professional membership, and services is described in this editorial as a period of transition. Participation in VEWAA is presented as one effective solution to the current feelings of isolation and insecurity.

2947 Lustig, P. (1982). Vocational interest testing of the retarded: A question of validity. Vocational Evaluation and Work Adjustment Bulletin, 15(3), 87-88.

Several vocational interest tests are discussed as they apply to a retarded population. Common problem areas are highlighted, specifically the lack of technical data, the restriction of job activities to those in which these individuals traditionally have been engaged, and the presentation of an inadequate concept of the world of work. Questions regarding the validity of their use are raised.

2948 Rudrud, E. H., et al. (1982). Community-referenced procedures for informing developmentally disabled clients about occupational training options. Vocational Evaluation and Work Adjustment Bulletin, 15(3), 89-93.

Two procedures developed by a South Dakota facility to increase developmentally disabled clients' vocational knowledge regarding occupations available within a local community are studied in this research investigation. Data are reported on the relative efficacy of these two approaches, a one-to-one discussion and a slide/tape presentation. Implications are discussed, particularly as they relate to the effectiveness of the procedures with persons of varying IQ levels.

2949 Weldon, K. S., & McDaniel, R. S. (1982). The effectiveness of the testing orientation procedure on achievement scores of disadvantaged youths. Vocational Evaluation and Work Adjustment Bulletin, 15(3), 94-97.

The Testing Orientation Procedure (TOP) is a commercial test familiarization exercise developed to reduce test anxiety and enhance test wiseness for job applicants. This research investigation was conducted with adjudicated delinquents in Alabama. Results are discussed, which indicate that achievement scores (as measured by the TABE and the WRAT) can be increased by teaching test wiseness.

2950 Crimando, W., & Nichols, B. (1982). A model for vocational exploration and selective placement of the learning disabled. Vocational Evaluation and Work Adjustment Bulletin, 15(3), 98-102.

This model for vocational rehabilitation applies to the learning disabled adult. Their special problems in evaluation are explored, with suggestions for adaptation of the process. A systematic procedure for job placement is presented, including examples of job modifications. A case study is used to illustrate the methods advocated.

2951 Roessler, R. T., & Boone, S. E. (1982). Evaluation diagnoses as indicators of employment potential. Vocational Evaluation and Work Adjustment Bulletin, 15(3), 103-106.

In the rehabilitation process, premature conclusions may be drawn as to an individual's capabilities. This research investigated the outcome of evaluation recommendations assigning clients to "direct to training" status versus those to "long-term evaluation." Results indicated similarities between the two client groups, when their program outcomes, work orientation, and ratings of work adjustment were compared. Implications for more effective vocational programming are discussed.

2952 Bernstein, G. S., Van Soest, E., & Hansum, D. (1982). A social-interpersonal behavior screening instrument for rehabilitation facilities. Vocational Evaluation and Work Adjustment Bulletin, 15(3), 107-111.

The lack of assessment instruments to measure desired social-interpersonal skills rather than "inappropriate" behaviors resulted in this research effort to develop a useful screening device. In addition it is felt that this report demonstrates the success of a service facility to conduct applied research with assistance. The history of the development of the Sioux Vocational School Social-Interpersonal Behavior Checklist is recorded, including its intended uses and technical data.

2953 Barry, P. (1982). Correlational study of a psychosocial rehabilitation program. Vocational Evaluation and Work Adjustment Bulletin, 15(3), 112-117.

Due to the lack of statistical documentation for the success of the Fountain House Model, this study uses objective rehabilitation outcome measures to evaluate a Tucson community-based psychosocial rehabilitation program. Test performance of CMI subjects on six vocational and neuropsychological instruments were correlated with psychiatric diagnosis, time in program, and a period of competitive employment. Results are presented, suggesting improved placement results for clients involved with this program. Length of time in the program was the best single predictor. Implications for future use of the vocational instruments in practice and research are discussed.

2954 Godley, S. (Ed.). (1982). Review of Vash, C. L., The psychology of disability (as reviewed by J. Hotz, Rh.D.). Vocational Evaluation and Work Adjustment Bulletin, 15(3), 118-119.

Described as both a text and a general resource, this book explores the experiential world of disabled persons and discusses interventions to change problems in that world. For evaluation and adjustment service providers, several chapters apply. The evaluation process is criticized for not being "client-centered;" ways to strengthen, coach, and correct the client through adjustment are presented.

2955 Fry, R. R. (1982). Abilities Information System's computerized occupational information system. Vocational Evaluation and Work Adjustment Bulletin, 15(3), 120-121.

This computer based occupational information system uses data from public and private sources to assist in job placement, counseling, rehabilitation planning, and adjudication. Jobs are matched to workers utilizing the technology of the Handbook for Analyzing Jobs. In this review the various methods to transfer and match job skills are described. Purchase information is included.

2956 Baker, R. J. (1983). Membership in professional organizations - why bother? Vocational Evaluation and Work Adjustment Bulletin, 16(1), 2-3.

Dwindling membership in professional organizations is addressed in this editorial by focusing on two major reasons for professional affiliation - what one derives from membership and what one contributes. Professionalism is shown to facilitate peer interaction, to shape professional philosophy, and to promote understanding of the process and outcomes of one's efforts. Contributions from the readership are encouraged.

2957 Cole, T. A. (1983). Computers in rehabilitation: Another way. Vocational Evaluation and Work Adjustment Bulletin, 16(1), 4-6.

Low cost and simple ways to introduce computer technology into a typical workshop setting are discussed from this practitioner's perspective. Applications for the computer are discussed, including payroll, ordering, staff utilization, and data manipulation. Other facilities are exhorted to consider this solution.

2958 Crimando, W., & Sawyer, H. (1983). Microcomputer applications in adjustment services programming. Vocational Evaluation and Work Adjustment Bulletin, 16(1), 7-12, 34.

To spur interest in more widespread exploration of this innovation in facilities, this article discusses potential benefits and applications of the personal computer in work adjustment programming. The equipment is described briefly, supplemented with a partial bibliography of easy-to-read resources. Realistic constraints are also considered.

2959 Field, T. F., & Field, J. E. (1983). An analysis of the data-people-things arrangement of the Dictionary of Occupational Titles. Vocational Evaluation and Work Adjustment Bulletin, 16(1), 13-19.

Through analyses of the levels of worker function (DPT levels) and their relationship to specific worker trait factors, this study investigated the rationale for a general hierarchy within the DOT classification system. Results indicate that caution should be exercised when recommending job titles or when using assessment approaches which are based exclusively on the DPT rationale.

2960 Saxon, J. P., et al. (1983). Intercorrelations of selected Valpar component work samples and General Aptitude Test Battery scores. Vocational Evaluation and Work Adjustment Bulletin, 16(1), 20-23.

To measure similar general areas of behavior, this study examined intercorrelations among the nine GATB aptitude scores and seven Valpar work samples. Results are presented which suggest limited support of construct validity for the work samples. Implications for the vocational evaluator to individualize assessment programs using these two batteries are discussed.

2961 Shinnick, M. D., Black, J. B., & Decker, R. (1983). Industrial engineering procedures and vocational evaluation. Vocational Evaluation and Work Adjustment Bulletin, 16(1), 24-29.

The knowledge and skills of industrial engineers have many direct applications for vocational evaluation. Four major areas are addressed in this article: methods engineering, motion economy, time standards, and human engineering. Operations charts and flow diagrams are included.

2962 Godley, S. (Ed.). (1983). Review of Rotatori, A., & Fox, R., Behavioral weight reduction for mentally handicapped persons: A self-control approach (as reviewed by L. Dworkin). Vocational Evaluation and Work Adjustment Bulletin, 16(1), 30-31.

For the rehabilitation specialist this text is described as a comprehensive and detailed weight reduction treatment package for mildly and moderately retarded individuals. Included are formats for training and contingencies to incorporate the support of residential caregivers. Pictorial messages are used to teach abstract concepts. Ease of implementation is noted.

2963 Botterbusch, K. (1983). A review of a Guide to Job Analysis. Vocational Evaluation and Work Adjustment Bulletin, 16(1), 32-34.

Intended to replace the 1972 Handbook for Analyzing Jobs, this guide has significant improvements. These include clearer explanations, a greater number of examples, and more precise rating scales for physical demands and environmental conditions. Limitations are noted in this review as well.

2964 Caldwell, W., et al. (1978). The offspring of the tuck away for a rainy day downtime blues to stay handbook. Akron, OH: Weaver Sheltered Workshop.

This activities manual, a sequel to Downtime 1, is one workshop's solution to the irregularity of work flow for sheltered employees. Recognizing the waste in nonproduction time, workshop instructors and other staff developed and collected activity plans in the following areas: academics; living skills; job skills; crafts; travel and pedestrian safety; physical activities; art; and field trips. Each plan identifies the group size, location, materials or equipment needed, precautions, and a full description of the activity.

2965 Baker, R. J. (1981). Personal adjustment through the rehabilitation process - doesn't happen by accident. Vocational Evaluation and Work Adjustment Bulletin, 14(1), 2-3.

Realization of potential and personal adjustment to one's environment are the desired outcomes of the rehabilitation process. To achieve these, this editorial reminds professionals that knowledge and understanding of the people served are as important as systematic program planning. Service goals should include helping people to evaluate themselves, and through the evaluation, to find effective ways to become as fully functioning and as independent as possible.

2966 Mulhern, J. R. (1981). Marketing work sampling systems: An evaluator's perspective. Vocational Evaluation and Work Adjustment Bulletin, 14(1), 4-5.

Based on first-hand experience, this practitioner identifies problems encountered when purchasing commercial work sample systems. Emphasis is placed on the role of the evaluator in the decision-making process. To prepare staff for this responsibility, information-sharing workshops and a regulatory body to establish equipment standards are recommended.

2967 Clark, W. D. (1981). The role of job seeking and job developing skills in successful placement. Vocational Evaluation and Work Adjustment Bulletin, 14(1), 6-10.

This review of the literature on the placement process indicates that instruction in job seeking and job development skills are proven to be effective in producing faster placements, higher starting salaries, and greater job satisfaction. With the identification of necessary basic skills, suggestions are provided for the counselor and client on how to develop jobs, gather information before an employer contact, and cover pertinent points during the interview.

2968 Junkins, J. W. (1981). Standardized assessment of work behaviors. Vocational Evaluation and Work Adjustment Bulletin, 14(1), 11-19.

Objective techniques for the identification and assessment of basic work behaviors are recognized as significant omissions from the common body of knowledge in work adjustment. This technique identifies eleven specific client work behaviors condensed from other listings in the research literature to avoid duplicity. Its objective measurement procedures are outlined fully, with explicit scoring criteria.

2969 Sawyer, H. W., & Morgan, B. G. (1981). Adjustment techniques in transition. Vocational Evaluation and Work Adjustment Bulletin, 14(1), 20-26.

Recognizing the lack of research in the application of adjustment techniques, this review of literature focuses on innovative trends and related research in the following areas: individual counseling; assertion training; biofeedback; modeling; and microtraining. Each is discussed and applied to work adjustment services in the rehabilitation process. The challenge is made to professionals to develop, research, and implement effective adjustment techniques.

2970 Thomas, S. W. (1981). Impact of the 1981 rehabilitation regulations on vocational evaluation of learning disabled. Vocational Evaluation and Work Adjustment Bulletin, 14(1), 28-31.

With federal legislation extending rehabilitation services to individuals with a specific learning disability, this article reviews the 1981 regulations. Learning disability is defined and four steps for effective service development are outlined.

2971 Riggar, T. F., & Maki, D. R. (1981). An empirical examination of professional publication. Vocational Evaluation and Work Adjustment Bulletin, 14(1), 32-35.

The purpose of the VEWAA Bulletin is to provide practitioners, consumers, and educators, with an understanding of information regarding vocational assessment and therapeutic adjustment services. This two-fold research determined current publishing trends, using content and source analyses, and examined the rationale for publication, based on a national survey of both university and non-university VEWAA members. The results are discussed and implications for future research are presented.

2972 Godley, S. (Ed.). (1981). Review of Pan, E. L., et al., Annual review of rehabilitation: Volume one, 1980 (as reviewed by B. Weber). Vocational Evaluation and Work Adjustment Bulletin, 14(1), 36-37.

This volume is described as an excellent digest for the practitioner as to the current developments in rehabilitation. Topic areas include administration, the rehabilitation process, human resources development, and service development. The articles have application for a variety of demographic groups, disability types and rehabilitation settings.

2973 Shinnick, M. (1981). Independent living, a resource manual. In A. Sax (Ed.), Innovations in vocational evaluation and work adjustment. Vocational Evaluation and Work Adjustment Bulletin, 14(1), 38-39.

To address the information needs which the recent federal legislation on independent living has created, this manual offers definitions, concepts, and practical information. It defines objectives and outlines strategies for the development and implementation of programs. In addition, resource materials are suggested for further analysis, planning, and research.

2974 Harradence, J. (1980). Job Search Training at E.R.C.S. (Information Paper No. 1). Birmingham, England: Employment Rehabilitation Research Centre.

The background, development, and implementation of an experimental training program in job seeking skills in Britain is described in this information paper. The six structured sessions are described briefly, not as a definitive format but as a framework for innovative programming. Assets and limitations of the program are discussed, with recommendations for program improvement suggested.

2975 Cumella, S. (1981). ERC clients (Information Paper No. 2). Birmingham, England: Employment Rehabilitation Research Centre.

Demographics on clients served by ERC's in Britain are presented in this report. From a client survey, data were collected on general characteristics, nature and extent of disability and circumstances prior to admission for services. Implications for effective service programming and planning are discussed.

2976 Cornes, P. (1981). Physical aspects of ERC courses (Information Paper No. 3). Birmingham, England: Employment Rehabilitation Research Centre.

A general review of the concept of physical improvement as an ERC course objective begins this report. Evidence on changing patterns of disability is considered, citing the results of the ERC Survey from Information Paper No. 2. A second survey is presented, which examined changes in client physical work capacity during ERC attendance and the influence of individualized exercise programs conducted by a doctor and remedial gymnast. Conclusions and implications for future policy and practice are discussed.

2977 Harradence, J. (1981). Psycho-social aspects of ERC courses (Information Paper No. 4). Birmingham, England: Employment Rehabilitation Research Centre.

The effects of ERC courses on the psychosocial adjustment of their clients are reviewed in this information paper. Following a discussion of the concepts of adjustment and disability, the methods used to assess psychosocial adjustment are described. Appendices detail the specific measurement instruments.

2978 Cornes, P., & Horton, D. (1981). ERC social climates (Information Paper No. 6). Birmingham, England: Employment Rehabilitation Research Centre.

Due to the lack of formal assessment of the extent to which ERC social climates embody the requisite blending of 'industrial' and 'therapeutic' elements, this paper presents results of research on the effectiveness of ERC programming. The development of five scales to measure social climates is described, followed by the results of their application in ERC settings. These settings are then compared with those in both the public and private sectors. Conclusions are discussed.

2979 Baxter, J., Kivens, L., & Pribnow, J. (1981). Development of a model work activity program: A report to the Division of Vocational Rehabilitation, Minnesota Department of Economic Security. Minneapolis, MN: Hennepin County Mental Health Center.

This report describes the efforts of the Vocational Services Program of the Hennepin County Mental Health Center to develop a model work activity program for the chronically mentally ill, a population recognized as underserved by other vocational rehabilitation programs. The contents delineate operating philosophies and component parts of the model, suggest reasons for failure of past efforts, and enumerate issues for further exploration and resolution.

2980 Rich, L. N. (1982). The need for behavioral observations in a long-term workshop experience. Journal of Rehabilitation, 48(2), 43-45.

Frequently mistaken as at their optional levels of functioning, sheltered workshop clients and their service needs are the focus of this article. Assessment and goal setting for these individuals are advocated, with emphasis placed upon behavioral observations to establish criteria for appropriate service changes. A treatment plan format is presented, and its effectiveness as a rehabilitation tool discussed.

2981 Miller, M. F. (1982). Interest pattern structure and personality characteristics of clients who seek career information. The Vocational Guidance Quarterly, 31(1), 28-35.

To examine the relationships of occupational exploratory experience to interest pattern structure and personality, this study sampled community college students using the Strong Campbell Interest Inventory and a newly developed Information Survey. Findings suggest that information seeking is a coping skill, which is linked to self-concept and self-esteem. Implications for counselors to enhance client occupational exploration are discussed.

2982 Dahl, P. R. (1982). Maximizing vocational opportunities for handicapped clients. The Vocational Guidance Quarterly, 31(1), 43-52.

Through the use of three different data sources, this study systematically identifies occupations in which severely handicapped persons are employed, services available, and barriers to employment with corresponding strategies to overcome them. Results demonstrate the diversity and scope of positions and services; suggestions to help vocational counselors serve this population effectively are discussed.

2983 Kaufman, J. J. (Ed.). (1981). Vocational evaluation for special needs students. The Journal for Vocational Special Needs Education, 3(3).

This special topics journal presents a variety of articles solicited from recognized readers in the field of vocational evaluation. Topics discussed include the rationale for vocational evaluation in public schools, its evaluation from rehabilitation services, resources for materials and services, and selected research results.

2984 Browning, P., & Irvin, L. K. (1981). Vocational evaluation, training, and placement of mentally retarded persons. Rehabilitation Counseling Bulletin, 24(5), 374-408.

This review of the research includes programmatic studies from the 1970's focused on three major stages of vocational rehabilitation--evaluation, training, and placement. Both traditional and contemporary approaches including strategies and instruments, to evaluate retarded persons are addressed. Training, recognized as an essential vocational habilitation element for this population, is discussed, citing model programs both for the severely and mildly retarded. Research studies predicting rehabilitation outcomes are reviewed, followed by a summary of the three major placement efforts: public schools; state vocational rehabilitation agencies; and rehabilitation facilities. Implications for professional practice and suggested modifications are presented.

2985 Genrich, S. (1975). The need for pre-vocational exploration to include work experience for the physically disabled. The Journal of Applied Rehabilitation Counseling, 6(3), 183-187.

Recognizing that physically handicapped adolescents commonly have limited information about themselves and the world, this essay stresses pre-vocational and work-related exploratory activities to compensate for these deficits and to enhance vocational development. Supportive research studies are cited, and specific examples of effective activities are provided.

2986 Irvin, L. K., et al. (1981). Vocational skill assessment of severely mentally retarded adults. American Journal of Mental Deficiency, 85(6), 631-638.

To select and place severely mentally retarded individuals using reasonably objective and empirically validated methods, this research study developed and refined a vocational skills assessment instrument. Titled the Revised Trainee Performance Sample, it employs a process measurement approach which includes training and correction procedures within each test item. Validation procedures are described including a discussion of the limitations of traditional work samples with this population.

2987 Vocational Research and Training Center, University of Wisconsin-Stout. (1980). Vocational evaluation and youth. Informer, 9(2), 7.

This brief review of research efforts to date at the University of Wisconsin-Stout, Research and Training Center focuses on one project, Equal Career Opportunities, a four component program serving high school students identified as "reluctant learners." The effects of vocational evaluation and related follow-up services are discussed, including implications for funding of such target group projects.

2988 Crystal, R. M., Growick, B. S., & Whitted, C. R. (1980). Concentrated assessment and diagnosis in rehabilitation entrance. Journal of Rehabilitation, 46(3), 33-35.

A concentrated approach to client evaluation to determine eligibility and rehabilitation potential is described. Using an interdisciplinary team model in a local state rehabilitation agency office, this project reported serving more severely disabled clients and completing the evaluation process in a one week period, on the average. The benefits to clients, counselors, the rehabilitation agency, and the community are discussed.

2989 Ditty, J. A., & Reynolds, K. (1980). Traditional vocational evaluation: Help or hindrance. Journal of Rehabilitation, 46(4), 22-25.

Describing the traditional vocational evaluation approach as a quantitative analysis, these research results suggest that a qualitative process is needed to avoid screening clients, especially the severely disabled, out of occupations. The AIDS Project, which uses a combined training and evaluation system, is discussed, including materials and procedures. Implications for future research and changes in the service delivery model are presented.

2990 Inana, M. (1981). Essential components of vocational counseling with visually impaired students. The Journal for Vocational Special Needs Education, 3(2), 7-9, 20.

Due to the shifting responsibilities of the vocational counselor to include increased numbers of special needs learners, this article identifies five considerations in working with visually impaired students. Blindness and its psychological consequences are discussed, as well as the importance of parental and student involvement in vocational decisions. A list of resource agencies is provided.

2991 Wircenski, J. L. (1981). Processes for identifying and assessing disadvantaged learners in exemplary vocational programs. The Journal for Vocational Special Needs Education, 3(2), 22-25.

To examine the problems of identifying and assessing disadvantaged learners, this study surveyed exemplary programs nationwide. Data on general and specific criteria used to establish academic and economic disadvantagement are presented. Results suggest general agreement within broad categories, but the more specific tasks of identification, classification, and programming appear to be open to local school interpretation.

2992 Getzel, E. E., & Tindall, L. W. (1983, March). Strategies for developing a coordinated vocational assessment process for youth. Madison, WI: Vocational Studies Center, University of Wisconsin-Madison.

Based on the efforts of five Wisconsin pilot sites to identify and serve disadvantaged youth, this manual describes effective strategies for coordinating assessment services following the guidelines of the Job Training Partnership Act (JTPA). The role of the local community in this effort is emphasized. Resources and an annotated bibliography are included.

2993 Zieziula, F. R. (Ed.). (1982). Assessment of hearing-impaired people: A guide for selecting psychological, educational, and vocational tests. Washington, DC: Gallaudet College Press.

This comprehensive review of 62 tests is presented to provide the practitioner with "best judgments" of the application of selected test instruments with hearing-impaired persons, as well as with data about the purposes and compositions of each test. Guidelines for test selection are included.

2994 Mithaug, D. E., & Hagmeier, L. D. (1978, June). The development of procedures to assess prevocational competencies of severely handicapped young adults. AAESPH Review, 94-115.

Presents assessment data collected from 56 facilities which specify their requirements for entry into sheltered employment. From analyses of these data an instrument to assess client competencies is presented; each competency is shown to convert easily into behavioral and instructional objectives for prevocational training programs. The functional relationships among job requisites, needs assessments, and training objectives are demonstrated.

2995 Murphy, S. T., & Ursprung, A. (1983). The politics of vocational evaluation: A qualitative study. Rehabilitation Literature, 44(1-2), 2-12.

To examine the evaluation process to see how it contributes to the professional management of people with disabilities, this investigation used participant observation and indepth interviewing to study two vocational evaluation facilities. Results show that a variety of professional and organizational factors affect the character and outcome of evaluation. It was observed that most vocational evaluations consist of the same package of assessment techniques and that staff recommendations were often the same for everyone. Implications of the findings for human services are discussed.

2996 Dale, B., et al. (1981). Client program assessment. Unpublished work.

This one-page form is designed for use by terminating clients to rate their services at a facility. Self-administered, it may be used with clients of marginal reading ability, according to the instructions. Results provide information for program evaluation and for composite feedback to individual client managers.

2997 Beutner, J. L. (1979). Functional life skills assessment and instructional program. Newark, NY: Remedial Education Services Program, Wayne County Vocational Rehabilitation Center.

Money, time, language, measurement, arithmetic, and social sight vocabulary are assessed in this phase of the program using oral instructions, self-made aids, and observation of performance. The instructional phase is organized by content area. Specific behavioral objectives and suggested lessons are outlined, with sample forms provided.

2998 Anthony, W. A. (1980). A rehabilitation model for rehabilitating the psychiatrically disabled. Rehabilitation Counseling Bulletin, 24(1), 6-21.

Recognizing that rehabilitation intervention is a necessary component of the mental health delivery system, this article describes a rehabilitation approach which emphasizes client skill development and creative use of community settings as a support for those skills. Both the diagnostic and treatment steps in the process are discussed, using charts and examples.

2999 Pruitt, W. A. (1983). Work adjustment. Menomonie, WI: Walt Pruitt Associates.

Recognizing the need for effective work adjustment services for the vocationally handicapped, this text examines various service models, the role and function of work adjustment specialists, and the process itself, including its purpose, scope, and techniques. Examples and case studies are used to illustrate key concepts.

3000 Hershenson, D. B. (1981). Work adjustment, disability, and the three R's of vocational rehabilitation: A conceptual model. Rehabilitation Counseling Bulletin, 25(2), 91-97.

This model of work adjustment consists of three dynamically interrelated domains: work personality, work competencies, and work goals. Implications for the rehabilitation process are discussed, including the intensity and timing of interventions.

3001 Shrey, D. E. (Project Director). (1982, January). Conference proceedings, rehabilitation in industry: State of the art. Boston, MA: Boston University, Sargent College of Allied Health Professions, Department of Rehabilitation Counseling.

These conference proceedings discuss the linkages between rehabilitation counseling and industry. Evidence is presented which indicates a critical need to train these counselors to work more effectively with employers through cooperative job development and placement efforts. Workshop topics include role definitions, attitudes, program models, training curricula, applications of rehabilitation in industry training, and national/international perspectives.

3002 Pictorial shopping list and meal planning guide. (1976). Columbus, IN: Developmental Services, Inc.

For the non-reader living in a residential program, this complete pictorial shopping guide and menu planner promotes more independent functioning in the community. Brief instructions for training and use are included.

3003 Backer, T. E. (1981). Principles of technical assistance consultation for rehabilitation personnel. Washington, DC: The George Washington University Medical Center, Rehabilitation Research and Training Center.

Written in conjunction with a workshop on the same topic, this booklet describes systematic approaches to technical assistance consultation for RTC personnel working with colleagues in rehabilitation organizations and related human service settings. Skill building is directed to both content and process areas. The stresses of this work are discussed, as well as guidelines on being a good consumer of such services.

3004 U. S. Department of Labor. (1982). Dictionary of occupational titles, fourth edition supplement. Washington, DC: U. S. Government Printing Office.

This Supplement to the 4th edition of the DOT contains titles, codes, and definitions for occupations which have emerged since 1977 or which were omitted from that publication.

3005 National Rehabilitation Information Center. (1983). The ABLEDATA system. Washington, DC: Author.

ABLEDATA is a computerized information data base on commercially available rehabilitation equipment and aids for clients. The listings address diverse needs in the areas of personal care, home management, vocation, mobility, transportation, communication, recreation, and education. Access information is available in this news release.

3006 Apple Computer, Inc. Personal computers for the physically disabled: A resource guide. Cupertino, CA: Author.

This resource guide provides basic information about computer applications for the physically handicapped. Unique products are profiled as well as personal stories of successful interactions. Resources are listed, including complete addresses for personal contacts.

3007 Livingston, R., & Korn, T. (Eds.). (1979, August). Engineering technology in rehabilitation counseling. In R. Livingston and T. Korn, Trainers manual II: Placement applications of job analysis, job development, job forecasting and job engineering in vocational rehabilitation (RSA #45-P-81368/7-01). Lincoln, NE: Educational Psychology Clinic, Department of Educational Psychology and Measurements, University of NebraskaLincoln.

Engineering is discussed in broad and general terms as it applies to six functions of the vocational rehabilitation process: assessment; individualized rehabilitation planning; education and training; job development; job placement; and post-employment services. Local resources for assistance are identified. Recommendations to meet future trends and needs are suggested also.

3008 Cochran, D. J. (1979). Engineering of the job site: Some guidelines for rehabilitation practitioners. In R. Livingston and T. Korn, Trainers manual II: Placement applications of job analysis, job development, job forecasting, and job engineering in vocational rehabilitation. Lincoln, NE: Educational Psychology Clinic, Department of Educational Psychology and Measurement, University of Nebraska-Lincoln.

The purpose of job site engineering and modification is to make it possible for an individual to perform particular work tasks and to function productively within the work setting. In this paper these engineering concepts are defined for the practitioner. A systematic approach is outlined, including a methodology for problem-solving. Principles of ergonomics are reviewed.

3009 Institute for Information Studies. (1980). Rehabilitation engineering sourcebook supplement I. (NIHR Grant No. 22P-59236/3-01). Falls Church, VA: Author.

This first supplement to the Rehabilitation Engineering Sourcebook contains over 100 additional case examples chosen to illustrate a variety of innovative technological solutions to problems encountered in rehabilitating people with physical or sensory disabilities.

3010 Cho, D. W. (1982). Labor market activities of disabled persons: An analysis of a national survey of disabled persons. Wichita, KS: Wichita State University, Cerebral Palsy Research Foundation of Kansas, Rehabilitation Engineering Center.

Using a sample of 18,000 work-age subjects, of whom 12,900 were disabled, this study collected employment-related information and estimated popular labor market indicators such as employment, unemployment, and labor force participation rates for individual disability groups. Results are discussed, especially for the disabled to assess their employment problems and to develop effective training strategies to overcome them.

3011 Enders, S. (Ed.). (1981). Access to technology. Proceedings of the Third Annual Rehabilitation Engineering Services Conference (NIHR Grant #G008005817). Palo Alto, CA: Children's Hospital at Stanford, Rehabilitation Engineering Center.

These transcriptions of the conference proceedings emphasize a more practical application of rehabilitation engineering technology. Topics discussed include engineering resource centers (all located in California), problem solving strategies, funding agencies, communication devices, psychosocial aspects of equipment use, and independent living.

3012 Meyer, P. S., Rastatter, C. J., & Gannaway, T. W. (Eds.). (1979). Rehabilitation in the private sector (Special issue). Journal of Rehabilitation, 45(3).

This special issue provides an overview of the development and current status of private rehabilitation activities occurring in profit-making or proprietary companies. Articles are grouped into three major sections: history of rehabilitation and private participation in it; current practices and provision of services through insurance carriers, vocational expert services, and testimony; and future considerations for specialized training, organizational identity, and practitioner competencies.

3013 Laramore, D. (1981). Career counseling of special needs students: Part II. Inform, 9(7), 1-7.

Continuing from the previous issue on career counseling strategies and assessment measures, this article discusses occupational resources, suggested recommendations for programming, and a sample report profile. Vocational programs from a typical school curriculum are outlined, including specific courses and jobs related to each.

3014 Bernanke, P., Parham, J., & Baucom, L. (Eds.). (1978). Program planning and evaluation in community-based agencies. Lubbock, TX: Texas Tech University, Research and Training Center in Mental Retardation.

These instructor-free training outlines provide background information and teaching strategies to develop specific administrative skills. Targeted for use with management teams, the ten sessions contain written materials, an individual preparation section, and practical applications for the team members. Skills developed include program planning and evaluation, decision-making, management style, budgeting, funding, and community planning.

3015 Robinault, I. P., & Weisinger, M. (1980). A research utilization laboratory in a comprehensive rehabilitation center. (Final Report of RSA Grant No. 22-P-55060). New York: ICD Rehabilitation and Research Center.

The efforts of the ICD Research Utilization Laboratory during its ten years of operation from 1970 to 1980 are documented in this final report. Service Delivery Models for the rehabilitation of special client populations are described, as well as the information materials, resources, and assessment activities which were generated.

3016 Emener, W. G., & Rasch, J. D. (1981). The 1981 rehabilitation education survey. Tampa, FL: University of South Florida, Department of Rehabilitation Counseling, College of Social and Behavioral Sciences.

Three separate and distinct studies are reported in this survey of responses and self-assessments of those responsible for the education of rehabilitation professionals. Areas of research include education content emphases, adequacy of knowledge for teaching, and sources of education and training materials. Implications for university educators in terms of curriculum development and staffing patterns are discussed.

3017 Frankenfield, B., & Downer, M. (1981). Curricula: A review of the content, use, and generalization capabilities of published curricula for persons with mental retardation. Columbus, OH: Ohio State University, Nisonger Center.

A variety of existing curriculum materials for severely handicapped learners are examined to identify and describe those features which currently are believed to promote generalization, the demonstration of an acquired skill or behavior in a setting other than the one in which it was learned. Each curriculum review follows an established outline, describing the intended uses, content, guidelines for implementation, generalization capabilities, and remarks.

3020 Ashby, S., & Bensberg, G. J. (Eds.). (1981). Cooperative occupational preparation of the handicapped: Exemplary models. Lubbock, TX: Texas Tech University, Research and Training Center in Mental Retardation.

This publication suggests useful methods, techniques, and patterns of organization to involve community resources in the development of programs to serve handicapped populations. Ten exemplary programs are described representing a variety of sizes, settings, and geographical areas. Numerous charts and forms illustrate the administrative structure and the curriculum organizations.

3021 Developmental Services, Inc. (1978). Pre-Assessment and level evaluation for community residential program. Columbus, IN: Author.

This survey is designed to screen and assess an individual's abilities to function in a community setting. All forms and scoring criteria are explained. Its uses for objective decision-making for placement and monitoring of progress are discussed.

3022 Walls, R. T., Haught, P. A., & Dowler, D. L. (1982). How to train new skills: Planning, teaching, evaluating. Dunbar, WV: West Virginia University, West Virginia Rehabilitation Research and Training Center.

Using a question and answer format, this book provides information and reference sources in the area of training. Practical examples are provided to relate the questions and research based answers to actual training situations. Charts and figures are used to reinforce concepts.

3023 Pankowski, J. (1981, May). Peer counseling as a rehabilitation resource. Report from the study group on the Eighth Institute on Rehabilitation Issues. Hot Springs, AR: Arkansas Rehabilitation Research and Training Center.

To help state vocational rehabilitation agencies and others to plan, develop, and implement peer counseling services, this document reflects the current state of the art. Issues addressed are the evolution of peer counseling, program models, characteristics and functions of peer counselors, benefits, administrative concerns, and considerations for implementing these services in rehabilitation. A sample training module is included.

3024 Veterans Administration. (1966). Work simplification: Training techniques and materials. Washington, DC: Author.

Work simplification is described as a management tool to assist in reducing costs and improving productivity through better methods and manpower utilization. This training program is divided into three sections: a suggested course outline, training aids, and a work simplification bibliography. Session topics include motion economy, flow process charting, work count, layout, and work distribution chartings.

3025 Parham, J. Orientation to mental retardation for the vocational rehabilitation counselor. Lubbock, TX: Texas Tech University, Research and Training Center in Mental Retardation.

Designed specifically for use during counselor orientation sessions, this companion booklet to the slide tape presentation contains general concepts and principles for effective service delivery to the mentally retarded client. Legislation and the history of habilitation services are reviewed. Cues for classification and diagnosis, as well as techniques for counseling and coordinating services are suggested.

3026 Spreitzer, E. (1975). Client perceptions and attitudes toward a comprehensive rehabilitation center. Rehabilitation Counseling Bulletin, 19(1), 315-322.

Clients served by a single residential comprehensive center were surveyed in this empirical investigation to determine their perceptions and attitudes toward the staff, the training program, and the institution as a whole. These results are discussed and analyzed in terms of the relationship of attitudes to individual background characteristics. One important implication reported is that such an institution can produce in its clients an orientation consistent with the goal of rehabilitation.

3027 Behavior modification in vocational rehabilitation. (1981). Rehab Brief, 4(10), 1-4.

The use of several behavior modification techniques by rehabilitation workers are reviewed, describing their application to selected client behavior problems. Guidelines for problem identification and measurement are presented, as well as strategies to address somatic complaints, work problems, and dependency behaviors. Results of the Hot Springs Rehabilitation Center Project support integration of this model into the service delivery system.

3028 Lassiter, R. A. (1979-80, Winter). Work adjustment services: A rational emotive approach. Rehabilitation Monograph Series, (Whole No. IV).

Recognizing the need for an organized systematic framework for adjustment services, this monograph describes a rational-emotive approach which combines individual counseling with group work in an organized pattern of activities. An outline of the activity schedule is presented and discussed. With the application of this system, empirical research and author experiences have shown that clients can increase reasoning skills to deal more effectively with disability and work.

3029 Foss, G., & Peterson, S. L. (1981). Social-interpersonal skills relevant to job tenure for mentally retarded adults. Mental Retardation, 19(3), 103-106.

Social-interpersonal behavior areas most relevant to job tenure for mentally retarded adults were identified from the literature and vocational assessment instruments. Sixty-four job placement personnel in sheltered workshops in 11 western states were surveyed to corroborate the relevance of those behaviors by service providers. The results of the survey are discussed, particularly the frequency of "most relevant" ratings for supervisor-worker relationships.

3030 Rusch, F. R., & Menchetti, B. M. (1981). Increasing compliant work behaviors in a non-sheltered work setting. Mental Retardation, 19(3), 107-111.

This single subject study sought to train a kitchen laborer to comply with co-workers' requests for assistance in a non-sheltered work setting. These co-workers became agents of change as well as evaluators of overall results. A multiple-baseline design across persons was used to assess treatment effectiveness. Results are discussed, including the use of warnings and expulsion as means to increase compliant responding. Implications for vocational training are presented.

3031 Brickey, M., & Campbell, K. (1981). Fast food employment for moderately and mildly mentally retarded adults: The McDonald's project. Mental Retardation, 19(3), 113-116.

Due to a high employee turnover rate, McDonald's restaurants employed seventeen retarded persons part-time in this pilot project. Subjects were selected on the basis of speed, reliability, flexibility, adeptness at learning new skills, ability to handle pressure, and social skills. Results from a one-year and two-year follow-up of the placements are discussed, emphasizing the employability of this population in the fast food industry. The need for financial incentives and/or full-time employment is addressed, as the data collected showed the subject's subsequent loss of income over this period.

3032 Dreith, R. J. (1977). Picture yourself a cook! A guide to cooking for non-readers.

Generated from classroom worksheets in a work activity center for the retarded, this book may be used by an instructor or by a non-reader independently in the home. Simple, recognizable graphics illustrate cooking methods and equipment, as well as nationally known food products. Words are placed under each picture to reinforce associations. Sections in the book are divided according to method being taught from simple to more advanced food combinations. Graphic menu-planning and grocery shopping lists are included.

3033 Vocational Rehabilitation Center. (1978). Remedial education program. Newark, NJ: Author.

The Remediation Services Program at Wayne County Vocational Rehabilitation Center is described in this paper. To meet client needs for functional life skills and basic education competencies, this program offers clients prescriptive individualized instruction. Populations served, staffing, and referral procedures are discussed.

3034 Simpson, F. (1980). A pre-vocational perspective maximizing all aspects of adjustment. Journal of Visual Impairment and Blindness, 74(1), 39-41.

Work adjustment and vocational placement cannot be isolated from all areas of personal and social adjustment in this discussion. From a review of the literature the author concludes that pre-vocational programs should be broadly based to enhance cognitive and emotional as well as vocational skill development. The comprehensive services at the New York Institute are presented as one effective model.

3035 Zohn, C. J., & Bornstein, P. H. (1980). Self-monitoring of work performance with mentally retarded adults. Mental Retardation, 18(1), 19-25.

To evaluate the applicability of a self-monitoring treatment package upon work behaviors in a sheltered setting, this investigation measured work productivity, work quality, and on-task behavior of four retarded subjects. The accuracy of their self-recorded data was evaluated by comparisons with trained rater observations. Results, which showed moderate improvement overall, are discussed, with suggestions for future research.

3036 Bachelder, L., & Cole, C. (1980, December). Career education materials for the middle school. The Vocational Guidance Quarterly, 159-163.

This bibliography is described as a representative sample of the types of career education materials which can be used successfully with middle/junior high school students. The content areas present general occupational information which stresses self-exploration, work values, and life-style. Each is annotated, with publisher and current price listed.

3037 Stephens, R. K., & Paul, L. (1981). Prevocation. Columbus, OH: Ohio State University, Nisonger Center Publications.

Designed specifically for teachers of adolescent-aged students labelled as moderately, severely, and profoundly mentally retarded, this manual is described as a resource guide for planning and implementing a prevocational training program. It contains behavioral technologies and training techniques to expand curriculum activities and promote successful transitions for students from education to various work environments. The concepts of task analysis, arrangement of cues, reinforcement, and generalization are fundamental to implementation of this programming.

3038 Gold, M. W. (1980). "Did I say that?" Champaign, IL: Research Press Company.

This collection of articles, many of which have been published previously, are arranged in an approximate chronological sequence to describe the evolution of the philosophical principles and concepts of the Try Another Way System. Its essence is the establishment and maintenance of a balanced relationship between the learner and trainer. Each article is introduced and concluded with personal comments by the author to explain the origins and to update issues as the system evolved. References have been expanded also.

3039 Flexer, R. W., & Martin, A. S. Training job skills and work adjustment to the severely retarded. Paper presented at 100th annual meeting of the American Association of Mental Deficiency, Chicago.

This project report describes pilot work completed to develop programming to raise the vocational level of moderately and severely retarded clients. Learning and reinforcement principles have been used for skill training for the jobs performed in the sheltered workshop and for training workers to adjust to the personal-social demands of that setting. Results of three training programs implemented at the Lubbock State School are discussed. Proposed activities for the second year of the project are presented.

3042 Hadley, F. P. Projects with Industry: A marketing approach.

This review from a businessman's perspective of the evaluation of Projects with Industry (PWI) identifies three essential ingredients for a successful placement program: clients capable of training; available jobs; and a means for training clients to fill those jobs. The role of the Advisory Committee is emphasized in this general description of the methodology for implementation and operation of a PWI program. Reasons for success are discussed.

3044 Talarico, R., & Slusher, F. H. (1982). Social readiness program. Portland, OR: Portland Habilitation Center, Inc.

This program is designed as a systematic daily method to train and monitor 64 "readiness" behaviors, those assumed prior conditions to work performance and basic social interactions. Conceptualized as a companion volume to the Taxonomy, it may be used to prepare an individual for skill training or in conjunction with it. For ease of implementation, desired behavioral objectives are specific and observable; progress is noted with a highly visual feedback component. Instructions and sample forms are included.

3045 Talarico, R., & Slusher, F. H. (1982). Taxonomy of behavioral objectives for habilitation of mentally handicapped persons. Portland, OR: Portland Habilitation Center, Inc.

This comprehensive training instrument identifies specific skills needed by individuals at various levels of functioning regardless of age or classifying label. The sequences and steps for development of each skill may be adapted to individual teaching styles and programmatic needs. The nine basic subject areas addressed are: basic adaptive, home environment, health and sensory-motor, pre-academic, communication, community, recreation and leisure time, math, and vocational. Information on its development and effective uses is included.

3050 Lytel, R. B., & Botterbusch, K. F. (1981). Physical demands job analysis: A new approach. Menomonie, WI: Materials Development Center.

This publication describes a new approach to job analysis. By combining the U.S. Department of Labor approach with industrial engineering methods, the result is a process which focuses on each job task as the key to job modification. Examples and forms are provided for practical application.

3051 Baker, R. J. (1983). The evaluators role in the placement process. Vocational Evaluation and Work Adjustment Bulletin, 16(2), 42, 62.

Emphasizes that evaluators must be willing to continually upgrade their knowledge of occupations particularly those that will become the job openings of the future.

3052 Roberson, C. A. (1983). The importance of counseling in evaluation with the traumatically head injured client. Vocational Evaluation and Work Adjustment Bulletin, 16(2), 43-44.

Describes a case process with a head injured client and the implications of that injury for the vocational evaluator.

3053 Musante, S. E. (1983). Issues relevant to the vocational evaluation of the traumatically head injured client. Vocational Evaluation and Work Adjustment Bulletin, 16(2), 45-49.

The effects of traumatic brain damage may appear in the areas of physical, cognitive, psychological and behavioral functioning. Because of the multiplicity of deficits evident in the traumatically brain injured client, the task and role of the vocational evaluator becomes more complex. This paper utilizes clinical experience to raise several relevant issues for practitioners evaluating individuals who are traumatically brain injured.

3054 Sawyer, H. (1983). Progress tracking and program evaluation. A dynamic duo for accountability in adjustment services. Vocational Evaluation and Work Adjustment Bulletin, 16(2), 50-55.

The purpose of this article is to propose a dual approach to accountability for adjustment service programs incorporating progress tracking and program evaluation. Progress tracking, an individual client approach, involves an initial functional skills analysis, development of a profile, and progress monitoring during adjustment services. Program evaluation, as the second component, translates the progress of clients and cost-benefit data to a programmatic level. As a result, accountability can be established both at an individual client level and from an overall program perspective offering maximum justification for the adjustment service program.

3055 Growick, B., Kaliope, G., & Jones, C. (1983). Sample norms for the hearing-impaired on select components of the Valpar Work Sample Series. Vocational Evaluation and Work Adjustment Bulletin, 16(2), 56-57.

The purpose of this study was to develop sample norms for the hearing-impaired on select components of the Valpar Work Sample Series. Participants in this study were 51 deaf or hearing-impaired high school students. Results indicated that the hearing-impaired performed significantly different from most norm groups already reported in the Valpar manual. Sample normative data were constructed to assist evaluators and rehabilitation counselors in using the Valpar with the hearing-impaired.

3056 Saxon, J. P., & Roberts, D. L. (1983). Vocational profile development based on transferable skills and abilities. Vocational Evaluation and Work Adjustment Bulletin, 16(2), 58-62.

The rationale, systematic development, and application of a transferable skills and abilities profile in the vocational rehabilitation process is discussed. Systematic profile development utilizes the Dictionary of Occupational Titles (4th Edition), Guide for Occupational Exploration, and Selected Characteristics of Occupations Defined in the Dictionary of Occupational Titles. Examples of various instruments and systems that easily interface with the transferable skills and abilities profile are also presented.

3057 Godley, S. (Ed.). (1983). Review of Field, T., A directory of micro-computer software for disabled persons (as reviewed by W. Crimando). Vocational Evaluation and Work Adjustment Bulletin, 16(2), 65.

A review of the text by the title as listed above.

3058 Fry, R. (1983). The Materials Development Center: A source for evaluation and adjustment services materials. Vocational Evaluation and Work Adjustment Bulletin, 16(2), 66-68.

Describes the services, print and audiovisual materials available from the Materials Development Center at the University of Wisconsin-Stout.

3059 Kaskel, L. (1983). Client involvement in vocational evaluation planning: A program model. Vocational Evaluation and Work Adjustment Bulletin, 16(4), 123-125.

Recently job placement has shifted from selective counselor placements to client directed job searches. Chicago Jewish Vocational Service has responded to this shift by developing a series of group programs that encourage client independence, beginning with evaluation and continuing beyond placement. This group approach systematically introduces training components in the areas of values clarification, decision-making, information gathering, self-presentation, and goal setting. Clients completing this program have become actively involved in their own rehabilitation and they appear more committed to vocational assessment activities.

3060 Swanzy, L. (1983). Validity and EEOC guidelines: Implications for vocational evaluation. Vocational Evaluation and Work Adjustment Bulletin, 16(4), 126-129.

This article examines the issue of accountability in vocational evaluation by discussing the concepts of validity and the testing/validity guidelines set forth by the Equal Employment Opportunity Commission. There is a discussion of the various types of validity, validity coefficients, and background information on the EEOC and its testing/validity guidelines. The author addresses the fact that the EEOC guidelines gave preferred status to predictive validity but a review of vocational evaluation systems revealed little validity information. This lack of validity information leads the author to suggest that vocational evaluation move forward in validating its assessment instruments.

3061 Roessler, R. (1983). Implications of social skill theory for enhancing vocational adjustment. Vocational Evaluation and Work Adjustment Bulletin, 16(4), 130-135.

Though considerable literature exists regarding the tasks and skills associated with success in work, the underlying models tend to rely exclusively on either cognitive or behavioral approaches. An information processing model coupling cognitive variables such as situation assessment and response selection with behavioral strategies is, therefore, needed. Based on recent theoretical literature in the area of social skill, this paper presents a Work Establishment Grid that relates the tasks of job seeking and retaining to the skills of decoding, decision-making, and encoding. Implications for assessment and intervention in work adjustment are discussed.

3062 Schloss, P., & Schloss, C. (1983). An analysis of employers' allocation of training time and expectations for training effectiveness for special needs persons. Vocational Evaluation and Work Adjustment Bulletin, 16(4), 136-139.

The importance of employer attitudes to the adjustment of special needs persons in the work force has become increasingly apparent. Unfortunately, little is known about the actual views of employers toward handicapped workers. Consequently, the present study was conducted to determine: (a) employers relative expectancy that work related problems would occur, (b) the amount of intervention time that would be expended to solve the problem, and (c) the employer's expectations that these efforts would be effective. These results are discussed with reference to the need for vocational special needs educators to influence attitudes of employers.

3063 Clopton, N., Schafer, S., Clopton, J., & Winer, J. (1983). The effect of subject elbow height and sex on scores on the Minnesota Rate of Manipulation Test. Vocational Evaluation and Work Adjustment Bulletin, 16(4), 140-143.

According to the Minnesota Rate of Manipulation Test (MRMT) Manual, the test should be administered on a table of standard height, regardless of the height of the person taking the test. In contrast, several authorities recommend that for maximum working efficiency and productivity in work activities similar to the MRMT, the height of the work surface should be adjusted relative to the subject's elbow height. In this study, the MRMT was administered to 45 college students, and MRMT scores and elbow height were not significantly correlated.

3064 Crimando, W. (1983). Review of Field, T. F., & Orgar, W., Measuring worker traits. Vocational Evaluation and Work Adjustment Bulletin, 16(4), 144.

Reviews publication titled Measuring Worker Traits (Field and Orgar, 1983).

3065 Fry, R. (1983). Job Opportunity Based Search (J.O.B.S.). Vocational Evaluation and Work Adjustment Bulletin, 16(4), 145-146.

A description of the J.O.B.S. software program which matches client characteristics to appropriate jobs.

3066 Botterbusch, K. (1983). Computers and vocational evaluation. Vocational Evaluation and Work Adjustment Bulletin, 16(3), 79-81.

Discusses the impact of affordable computers on society and with particular emphasis of the effects on vocational evaluation and vocational evaluators.

3067 Wahl, K. (1983). Vocational evaluation program length: An ethical issue. Vocational Evaluation and Work Adjustment Bulletin, 16(3), 82-84.

This article examines the appropriateness of the various time frames within which vocational evaluation is conducted. An examination of the literature appears to support the idea that a longer period of evaluation results in the acquisition of more reliable vocational data. Few research studies seem to be available which directly address the question of length of the evaluation program and the reliability of the information obtained. The limited amount of information available leads the author to suggest this as an area which should be closely examined by the profession to insure the continuation of the most effective and ethical services possible.

3068 Mason, J. D. (1983). Work evaluation and work adjustment: An industrial perspective. Vocational Evaluation and Work Adjustment Bulletin, 16(3), 85-91.

This article discusses how work evaluation and work adjustment services can strengthen industry's internal rehabilitation efforts. Some suggestions are given for marketing work evaluation and work adjustment services and for promoting an awareness of the important role these services play in the comprehensive rehabilitation program.

3069 Lichtenstein, J. (1983). Vocational evaluation and the industrially injured. Vocational Evaluation and Work Adjustment Bulletin, 16(3), 92-95.

In this article written by a rehabilitation nurse, the role of the nurse as well as when a vocational vendor is utilized is discussed. Specific indicators for the use of vocational evaluation, as one part of the rehabilitation program, are identified. An overview of the Workers Compensation system is given with explanation of the cost-benefit of rehabilitation in this system. The role of the evaluator in the settlement and litigation of Worker Compensation claims is explained, as well as guidelines for preparing evaluation reports for litigation.

3070 Sink, J. M., & King, W. M. (1983). Evaluation services in the private sector. Vocational Evaluation and Work Adjustment Bulletin, 16(3), 96-99.

Examines similarities and differences in the roles of vocational evaluators in the private and public sector.

3071 May, V. (1983). The vocational expert witness: Expanding the market place. Vocational Evaluation and Work Adjustment Bulletin, 16(3), 100-102.

The market for vocational expert witness has focused primarily on industrial and Social Security Hearings. The private rehabilitation practitioners who provide expert testimony has enjoyed a lucrative existence within these traditional markets. However, because of administrative budget cuts in Social Security programs and an overcrowding industrial rehabilitation market, private practitioners are having to develop new and expand old markets. This article suggests two markets that may prove to be a viable alternative for the vocational expert witness.

3072 Brandon, T. (1983). Vocational rehabilitation specialists in the courtroom. Vocational Evaluation and Work Adjustment Bulletin, 16(3), 103-108.

Discusses the role of the vocational evaluator as an expert witness. Provides information from a survey which examined rehabilitationists as vocational experts in the courtroom.

3073 Godley, S. (Ed). (1983). Review of Lassiter, R., Lassiter, M., Hardy, R., Underwood, J., & Cull, J., Vocational evaluation, work adjustment, and independent living for severely disabled people (as reviewed by H. Sawyer). Vocational Evaluation and Work Adjustment Bulletin, 16(3), 109-110.

A review of the above titled book.

3074 Botterbusch, K. F. (1983). Computerized Career Analysis Systems. Vocational Evaluation and Work Adjustment Bulletin, 16(3), 111-113.

Describes the Computerized Career Analysis System (CCAS), a computerized job matching system which can be used for vocational counseling, transferable skill analysis, rehabilitation counseling, and vocational exploration.

3075 Shainline, M. (1984). The use of microcomputers in the vocational assessment of high school students. Vocational Evaluation and Work Adjustment Bulletin, 17(1), 3-4, 26.

This article is a brief description of the uses to which the microcomputer has been put in vocational evaluation.

3076 Petrangelo, G., Abeln, K., & Rudrud, E. (1984). Qualified rehabilitation consultants: How are they doing? Vocational Evaluation and Work Adjustment Bulletin, 17(1), 5-8.

Considerable attention has been given to private sector rehabilitation. Professionals from both public and private sectors have begun serious review of the impact private rehabilitation is having on all of rehabilitation. A survey of 150 practitioners and consumers of private rehabilitation in and around Minneapolis/St. Paul, Minnesota was conducted to identify the perceived level of effectiveness of Qualified Rehabilitation Consultants (QRC's).

3077 Ostby, S., Butler, A. J., & Glenberg, D. (1984). Assessment of social problem-solving skills in mental retardation. Vocational Evaluation and Work Adjustment Bulletin, 17(1), 9-13.

The focus of this study is the development of a measurement technique to assess the social problem-solving skills of persons with mild and moderate mental retardation. The theoretical basis of the instrument is explained and an outline of its components is given. The applicability of the SPS-Video in social, rehabilitative and research settings is discussed. Based upon preliminary results, the SPS-Video appears to be a relatively reliable and valid measure of social problem-solving ability for persons with mental retardation.

3078 Rudrud, E. H., Rice, J. M., Robertson, J. M., & Olson, N. M. (1984). The use of self-monitoring to increase and maintain production rates. Vocational Evaluation and Work Adjustment Bulletin, 17(1), 14-17.

The lack of response maintenance is often cited as a reason severely handicapped workers do not achieve or maintain employment. A multiple baseline design was used to evaluate the effects of a self-monitoring procedure on production rates and production maintenance at a work activity center. After acquiring this skill, self-monitoring procedures were systematically faded. The results of the study indicated that self-monitoring increased production rates.

3079 Scott, M. L., Davis, G. N., Dieffenderfer, R. A. (1984). A career development and assessment process model for coordinated vocational services. Vocational Evaluation and Work Adjustment Bulletin, 17(1), 18-21.

Special purpose social service agencies recognize that economic security of their clients is critical to the success of treatment. Small numbers of clients served and economic limitations make it difficult or impractical for social service agencies to "staff up" to meet this need. The purpose of this article is to present considerations in the development of a county-wide vocational assessment and career development model and an outline of necessary activities to facilitate the model.

3080 Botterbusch, K. (1984). Computerized Career Assessment and Planning Program (CCAPP). Vocational Evaluation and Work Adjustment Bulletin, 17(1), 24-25.

Describes Computerized Career Assessment and Planning Program (CCAPP), a computerized vocational exploration system designed for high school students.

3081 Akridge, R. (1984). What distinctions are important for assessing work adjustment? Vocational Evaluation and Work Adjustment Bulletin, 17(2), 39-41.

This paper presents the hypothesis that consistently making the following five distinctions will improve the conceptual aspects of doing work adjustment. Does the procedure tap sources of satisfaction or of dissatisfaction; is the source of satisfaction or dissatisfaction attributed to self or situation; is the source of information self-report or external; are specific behaviors or attributes targeted for assessment which are defined in terms of an explicit model or not; and is the activity presented as treatment or training?

3082 Gersten, R., & Irvin, L. (1984). Vocational assessment for severely retarded adolescents and adults: The Trainee Performance Sample. Vocational Evaluation and Work Adjustment Bulletin, 17(2), 42-45.

This article discusses the evolution of the Trainee Performance Sample (TPS), a vocational assessment instrument for severely retarded persons. The test incorporates a correction procedure within each item format; thus enabling an assessment of a client's ability to benefit from feedback as well as their current skill repertoire. Results of two validity studies are reported, indicating that the TPS is a moderate predictor of the training time required for workers to learn two new vocational tasks.

3083 Chandler, A., & Coker, C. (1984). Dimensions of client change as a function of vocational evaluation. Vocational Evaluation and Work Adjustment Bulletin, 17(2), 46-51.

The purpose of this study was to examine the effects of vocational evaluation on clients. Rehabilitation clients in vocational evaluation facilities and those who had not yet undergone evaluation were used in experimental and comparison conditions, respectively.

3084 McCarron, L. (1984). Assessment of learning style: The perceptual memory task. Vocational Evaluation and Work Adjustment Bulletin, 17(2), 52-58.

A vocational assessment procedure which describes aspects of the individual's "learning style" is introduced. The Perceptual Memory Task (PMT) appears to provide information on the individuals' preferred modality of learning (visual or auditory), amount of information which can be processed on direct recall, perceptual organization skills and intermediate term recall. The instrument also provides for behavioral observations of focused attention, cognitive flexibility, sequential organization and depth perception.

3085 Bielecki, R., & Growick, B. (1984). Validation of the Valpar Independent Problem-Solving Work Sample as a screening tool for brain damage. Vocational Evaluation and Work Adjustment Bulletin, 17(2), 59-61.

The purpose of this study was to gather information on the validity, as a screening tool for brain damage, of the Independent Problem-Solving Work Sample (IPSWS) of the Valpar. Results indicated that the presence of organicity in rehabilitation clients can be detected by the IPSWS. Implications for future use and research are discussed.

3086 Ludlow, G., & Pollard, G. (1984). The Bennett Hand-Tool Dexterity Test: Normative data for a hearing impaired/deaf secondary student population. Vocational Evaluation and Work Adjustment Bulletin, 17(2), 62-64.

The article offers new normative data obtained from a traditional vocational evaluation instrument, the Bennett Hand-Tool Dexterity Test. The research findings indicate that there is no significant difference between the Bennett Hand-Tool Dexterity Test publisher's normative data for employed workers and the performance data obtained from the hearing-impaired/deaf population.

3087 Fry, R. (1984). MESA (Micro-computer evaluation and screening instrument). Vocational Evaluation and Work Adjustment Bulletin, 17(2), 67-70.

Describes the MESA System, developed by Valpar Corporation, as a screening instrument.

3088 Nicholson, J. R., Nailen, P. M., & Tobaben-Wyssmann, S. (1984). Valpar 17 Pre-Vocational Readiness Battery: A question of norms. Vocational Evaluation and Work Adjustment Bulletin, 17(3), 83-84.

The Pre-Vocational Readiness Battery (Valpar 17) has been marketed since 1978. Test results of over 100 sheltered clients showed significant discrepancies from the published norms. Research indicated that the normative data provided in the test manual were based on a sample of 20 subjects from a school for exceptional children. This information demonstrates the necessity for vocational evaluators to understand the normative data of the tests they use.

3089 Hoehn, R., & Wiebe, A. (1984). A commentary on the 1973 and 1980 JEVS Work Sample Report Supplements. Vocational Evaluation and Work Adjustment Bulletin, 17(3), 85-86.

Performance on JEVS Work Samples was originally linked to Worker Trait Groups of the Dictionary of Occupational Titles (3rd edition). Subsequent to publication of the fourth edition of the D.O.T., JEVS produced a revised "JEVS" Work Sample Evaluation Report Supplement" to provide the link to the Work Groups of the Guide for Occupational Exploration. Local client performance is applied to both Supplement formats, and reveals differing rates of qualification for individual Work Trait Groups/Work Groups, and a lowered qualification rate on the Battery as a whole.

3090 Robbins, V., Giesen, M., Miller, D., Bagley, M, & Padget, V. (1984). Reliability and criterion validity of a manual dexterity task for predicting job performance of the visually impaired. Vocational Evaluation and Work Adjustment Bulletin, 17(3), 87-89.

The present study was designed to determine the reliability and criterion validity of a psychomotor performance test designed specifically for blind or visually impaired persons, the Fine Finger Dexterity Work Task Unit developed by the Rehabilitation Research and Training Center on Blindness and Low Vision in cooperation with National Industries for the Blind and Royal Maid Association for the Blind. Reliability was established by using the test-retest method, r = .92.

3091 Sawyer, H. W., Saxon, J. P., & Mitchell, M. E. (1984). Vocational assessment of acute care patients. Vocational Evaluation and Work Adjustment Bulletin, 17(3), 90-94.

Vocational assessment of individuals with recent traumatic injury or acute illness is designed to initiate a vocational focus early in the rehabilitation process. Intervention during this period can have a significant impact on subsequent vocational adjustment. This article proposes a rationale for vocational assessment with acute care patients in a hospital setting. An early intervention process consisting of vocational assessment, counseling, and planning is explored. Two case examples are presented to illustrate the process. Early vocational assessment offers a reality focus to the acute care patient entering a changed life environment.

3092 Dial, J. G., Chan, F., Norton, C., & Henke, R. O. (1984). Concurrent validation of the Extended McCarron-Dial Individual Evaluation Profile. Vocational Evaluation and Work Adjustment Bulletin, 17(3), 95-99.

The McCarron-Dial System (MDS) was originally developed to assess the work potential and vocational competency of people with neuropsychological disabilities at the low functioning range. However, the utility of the MDS as a work evaluation system for other disability groups such as the deaf, the blind, and the psychiatrically disabled has also been demonstrated. As a result, the developers of the MDS have recently devised a new individual evaluation profile (for scoring and prediction purposes) to reflect the applicability of the MDS with other disability groups and higher functioning individuals. The purpose of this research was to study the concurrent validity of the new profile.

3093 Capone, J., & Grossholtz, B. (1984). The effects of a conveyor utilized as a pacing device on the productivity of retarded adults in a sheltered workshop. Vocational Evaluation and Work Adjustment Bulletin, 17(3), 100-102.

This study evaluates the effectiveness of pacing as a work adjustment technique in a sheltered workshop for mentally retarded adults. A conveyor belt was adapted for use as a pacing device and a comparison was made between the hourly production of workers on a paced conveyor line and a conventional table assembly line. The conveyor group was found to be consistently more productive than the conventional group, and this difference was statistically significant.

3094 Nicholson, J. R., Nailen, P. M., & Tobaben-Wyssman, S. (1984). Competitive employment for sheltered and work activity clients: A national study. Vocational Evaluation and Work Adjustment Bulletin, 17(3), 103-107.

In order to determine the prevalent attitudes toward attempting to secure community based employment for workshop employees, 603 questionnaires were mailed to sheltered workshops and work activity centers throughout the nation. Results of this questionnaire are presented and implications for future action are investigated.

3095 Crimando, W., Poppen, G., & Sawyer, H. W. (1984). Teaching self-management skills through cognitive behavior modification. Vocational Evaluation and Work Adjustment Bulletin, 17(3), 108-112.

This article suggests the use of cognitive behavior modification strategies for self-management training of participants in work adjustment programs. A rationale is presented for the use of these strategies, as are their advantages over more traditional strategies. Clinical examples are given along with general techniques that were found to be particularly helpful.

3096 Hotz, J. C., Maki, D. R., & Riggar, T. F. (1984). Rehabilitation practice: An empirical examination. Vocational Evaluation and Work Adjustment Bulletin, 17(3), 113-118.

The purpose of this study is to describe and discuss some of the current trends and diversity in rehabilitation practice obtained from a national survey. The practices addressed include length of service provision, caseload size, and reported training needs. Results, as they pertain to both the total sample of survey respondents and to specific job function groups are described and presented in summary tables. Of particular note is the diversity of practice that exists within and across job function groups.

3097 Botterbusch, K. F. (1984). Selection of computerized job matching systems. Vocational Evaluation and Work Adjustment Bulletin, 17(3), 121-123.

The purpose of the article is to present information which will help the potential consumer make a wise choice when in the process of selecting a computerized job matching system.

3098 Carter, A. (1984). Evaluating facility effectiveness. Vocational Evaluation and Work Adjustment Bulletin, 17(4), 138-139.

Events have raised questions regarding the effectiveness of CARF reviews in assuring quality service to clients served by workshops. This article recommends that more rigorous research be done to respond to these questions.

3099 Cohen, C., & Bregman, M. (1984). School and community rehabilitation facility cooperation for vocational evaluation services. Vocational Evaluation and Work Adjustment Bulletin, 17(4), 140-143.

The Pittsburgh Public School District (PPSD) decided to compare its own vocational evaluation process with that of a community facility, the Vocational Rehabilitation Center (VRC), in order to determine which process provided the most consumer satisfaction at the lowest cost. During the 1982-83 school year, data was collected on handicapped students evaluated with each process. Results indicated significantly greater consumer satisfaction with the PPSD; however, consumer satisfaction with VRC was well within acceptable limits.

3100 Peterson, M. (1984). Vocational evaluation and work sample development for skilled, technical, managerial, and professional positions. Vocational Evaluation and Work Adjustment Bulletin, 17(4), 144-148.

Vocational evaluation has developed as a service which uses work, real or simulated, as the focal point of assessment. However, use of work samples and related assessment techniques that use tasks with high face validity have been minimal for higher level jobs--skilled, technical, managerial, and professional. This has particular implications for vocational evaluation of cognitively intact physically disabled persons. Assessment centers in business and industry provide a model of work sample use and development that can be adapted for vocational evaluation in rehabilitation and education settings. A research and development project of the Research and Training Center on Blindness and Low Vision of Mississippi State University is presently using assessment center principles to design assessment materials for use with blind persons in five occupational clusters.

3101 Spence, J. (1984). Sheltered workshops and computers: A reality, not a dream. Vocational Evaluation and Work Adjustment Bulletin, 17(4), 149-150.

In today's world of computer technology, supply has exceeded demand and the prices of hardware have dropped drastically. There are software packages available, some of which were written specifically for sheltered workshops. The need for staff training is minimal and the time saved is significant. Staff talents can be utilized more effectively in direct service to clients. A few of the custom software packages for sheltered workshops are described herein.

3102 Marchi, R. (1984). Work adjustment: Key to "ageism" in rehabilitation. Vocational Evaluation and Work Adjustment Bulletin, 17(4), 151-152.

The purpose of this manuscript was to investigate the present status of rehabilitation opportunities for the older worker who suffers the same prejudice as the disabled population. Myths abound concerning the older worker's lack of production, absenteeism, and ability to get along with fellow workers. These same factors plague the disabled worker. In a sense the older worker is disabled by chronological age, and therefore, the disabled, older worker faces a dual hardship.

3103 Hester, E. (1984). Mobile Vocational Evaluation. In R. Fry (Ed.), Innovations in vocational evaluation and work adjustment. Vocational Evaluation and Work Adjustment Bulletin, 17(4), 155-156.

Describes the Mobile Vocational Evaluation (MVE), a portable vocational evaluation system.

3104 Goh, S. R., King, B. A., Pershing, J. A., Schwandt, T. A., Sitlington, P. L. (1983). Target: Employment. A resource guide to job-seeking and job retention materials. Indianapolis, IN: Indiana State Board of Vocational and Technical Education.

This handbook is designed to serve as a resource guide in selecting quality materials to meet specific instructional needs in teaching employability skills. Sections include decision making, self-analysis, occupational analysis, job seeking process, and job retention.

3105 Minor, D. (1984). The world of work: The handicapped persons guide to finding a job. Chicago, IL: American Library Association, Association of Specialized and Cooperative Library Agencies.

A bibliography of job hunting skills produced especially for handicapped people or of interest to them.

3106 Gilbertson, A. D. (1981). Plant layout for rehabilitation facilities. Menomonie, WI: University of Wisconsin-Stout, Stout Vocational Rehabilitation Institute, Materials Development Center.

It is the intent of this publication to provide rehabilitation facilities with a guide which will assist them with the re-layout of their plant operations and support services so as to become more efficient. The publication covers: (1) why plant layout problems occur for a facility, (2) the advantages of an efficient layout, (3) the three types of layout a facility can select, (4) factors to consider when selecting the type of layout, and (5) procedures for making the facility more efficient.

3107 Berven, N. L. (1983). Client vocational assessment (Contract No. 300-83-0006). Washington, DC: National Rehabilitation Information Center.

The purpose of this review is to provide a synopsis and annotated reference list on the topic of client vocational assessment. 218 documents are annotated from contemporary literature on vocational assessment. The documents are divided into six broad categories: general references, instrumentation, assessment programs, value or effects of vocational assessment, and factors influencing client performance in vocational assessment.

3108 Conte, L. E. (1983). Sheltered employment services and programs (Contract No. 300-83-0006). Washington, DC: National Rehabilitation Information Center.

The purpose of this review is to provide a synopsis and annotated reference list on the topic of sheltered employment services and programs. Examines the research on models of sheltered employment and identifies potentially superior program models and approaches. A total of 124 documents are reviewed.

3109 Lorenz, J. R. (1983). Future role of rehabilitation workshops (Contract No. 300-83-0006). Washington, DC: National Rehabilitation Information Center.

Annotations of 103 documents are provided which relate to a variety of rehabilitation workshop administrative functions including contract procurement, personnel practices, program evaluation, and rehabilitation programming.

3110 Lassiter, R. A., Lassiter, M. H., Hardy, R. E., Underwood, J. W., & Cull, J. G. (Eds.). (1983). Vocational evaluation, work adjustment, and independent living for severely disabled people. Springfield, IL: Charles C. Thomas Publisher.

A book of readings which includes chapters on psychological testing, job analysis, work sample approach, industrial engineering, situational assessment, job try-outs, and job analysis; chapters on work adjustment, individual and group counseling, and modeling. Other chapters cover independent living, avocational counseling, job placement, alcoholism, and chemical dependency.

3111 Bagley, M., Cook, D., Graves, W., Hagedorn, S., & Moore, M. (1983). Career development of blind and visually impaired persons: An annotated bibliography. Mississippi State, MS: Mississippi State University, Rehabilitation Research and Training Center on Blindness and Low Vision.

An annotated bibliography which includes sections on client assessment services, pre-employment, and work adjustment training for the blind and visually impaired.

3112 National Industries for the Blind. (1983). Electromechanical vocational assessment manuals. Mississippi State, MS: Mississippi State University Rehabilitation Research and Training Center on Blindness and Low Vision.

A collection of six work task manuals designed for the vocational assessment of individuals who are blind or have low vision. Tasks include: Fine finger dexterity, foot operated hinged box, hinged box index card, multifunctional work, revolving assembly table.

3113 McCray, P. M., & Blakemore, T. F. (1984). National directory of rehabilitation facilities using computers. Menomonie, WI: University of Wisconsin-Stout, Stout Vocational Rehabilitation Institute, Research and Training Center.

This directory contains the results of a national research project conducted by the Research and Training Center at the University of Wisconsin-Stout to assess the extent to which computers are being used in rehabilitation facilities. Results list facilities by name, the type of computer hardware and software used, and the purposes for which the use is made.

3114 Menz, F. E. (Ed.). (1984). Work adjustment competencies: Annotated sources for training. Menomonie, WI: University of Wisconsin-Stout, Stout Vocational Rehabilitation Institute, Research and Training Center.

An annotated bibliography divided by competencies determined to be necessary for the job of work adjustment specialist. Literature which speaks to each competency is listed.

3115 Botterbusch, K. F. (1983). Short term vocational evaluation. Menomonie, WI: University of Wisconsin-Stout, Stout Vocational Rehabilitation Institute, Materials Development Center.

Described in this manual is the planning and development of a one-week vocational evaluation through accurate description of relevant information needs and the filling of those needs by the most time efficient method. Three model programs are described to guide evaluators through the decision making process central to short-term evaluations.

3116 Elwyn Institute, & Pennsylvania Department of Education. (1983). VEEAP: Vocational education evaluation and assessment process for special needs/handicapped students. Menomonie, WI: University of Wisconsin-Stout, Stout Vocational Rehabilitation Institute, Materials Development Center.

A procedures handbook which provides an interface of education plans with vocational objectives, develops a formal line of communication for interacting programs, gives a procedure for step-by-step documentation of training, and results in the development of a student profile of vocational training competencies. The manual was produced to provide a five component strategy of preparation, assessment, program placement, program planning, and vocational program implementation for special needs students.

3117 Newill, B. H., Goyette, C. H., & Fogarty, T. W. (1984). Diagnosis and assessment of the adult with specific learning disabilities. Journal of Rehabilitation, 50(2), 34-39.

There is much confusion as to what a specific learning disability is, how the disability manifests itself, and what types of diagnostic procedures should be ordered to confirm a diagnosis. While SLD has been extensively reviewed from an educational standpoint, very little information is available on the adult form of the disorder. This paper will review current information concerning the definition, diagnosis, and evaluation of the SLD adult.

3118 Hursh, N. (1984). Vocational evaluation of learning disabled adults. Journal of Rehabilitation, 50(2), 45-52.

Current rehabilitation regulations recognize specific learning disabilities as meeting the first eligibility criterion for vocational rehabilitation. This article describes a vocational evaluation process and use of specific tools with learning disabled adults. Recommendations are made for research in evaluation outcome, development of specific evaluation tools, and training for rehabilitation professionals.

3119 Lam, C. S. (1984). Modern technology in sheltered workshop production. Journal of Rehabilitation, 50(4), 24-27.

Automated production lines, highly technical machinery, and computerized robots enable developmentally disabled workers in a sheltered workshop to produce a high volume of quality bicycle wheels. The results of the project reported in this article have a potential impact on the production capability and marketing approach of sheltered workshops, as well as the learning potential of developmentally disabled workers.

3120 Pell, K., Jenkins, S. L., & Kirsling, J. J. (1984). The relationship between intellectual functioning level of mentally retarded adults and accuracy on an interactive computer drill. Journal of Rehabilitation, 50(4), 28-32.

Fundamental to the acceptance and application of computer assisted instruction with mentally retarded persons is the understanding that these learners can interact with a computer. The purpose of this correlational investigation was to determine the relationship between intellectual functioning, as measured by the Revised BETA Examination, and the performance scores obtained on a computer keyboard training drill.

3121 Revell, W. G., Wehman, P., & Arnold, S. (1984). Supported work model of competitive employment for persons with mental retardation: Implications for rehabilitative services. Journal of Rehabilitation, 50(4), 33-38.

Numerous applications of the supported work model of employment services demonstrate the ability of severely disabled mentally retarded persons to work competitively. Based on these demonstration efforts, this article describes how a supported work program can serve as the central job-related service component to placing and retaining a variety of persons with severe disabilities in competitive employment.

3122 Department of Labor and Industries. (1980). Employment orientation workshop. Seattle, WA: Rehabilitation Center, Industrial Insurance Division.

A test, workbook, and personal guide, this publication is useful for client participation in a class designed to develop skills in the use of job seeking tools. A step-by-step approach to the teaching of job seeking skills, this aid provides instructor presentations, work sheets for class and home, outside of classroom assignments, and question/answer suggestions.

3123 Spence, J., Woods, J. N., & Young, P.L. (1984). The computer: Expanded uses in a sheltered workshop. Journal of Rehabilitation, 50(3), 64-65.

Computer utilization in sheltered workshops has been recognized as an effective modernization tool, and recent innovations in computer programs and software have made it cost effective. Advances in programming allow the computer to print Individual Program Plans for reporting to rehabilitation service agencies and other funding sources. The new computer program, described in this article, has produced the following results: (a) a decrease in the amount of time professionals devote to nonprofessional duties; (b) an increase in staff time for individualized instruction; (c) a faster attainment of objectives by clients; (d) an increase in client rehabilitation; and (e) a reduction in service staff personnel.

3124 Czerlinsky, T., Strohmer, D. C., Menz, F. E., Coker, C. C., & Engelkes, J. R. Assessing vocational decision-making in the rehabilitation process: Instrument development. Menomonie, WI: University of Wisconsin-Stout, Stout Vocational Rehabilitation Institute, Research and Training Center.

This study was concerned with developing and testing a structured interview format questionnaire for assessing the vocational decision-making capacities and deficits of vocational rehabilitation clients. Eighty items were developed which tapped three broad domains of problem areas which clients may have in making vocational decisions - problems of information, environmental problems, and problems in making actual decisions.

3125 Schneck, G. R., McCray, P. M., & Coker, C. C. (1983). Point sampling: A systematic approach to assessing and monitoring behavior. Menomonie, WI: University of Wisconsin-Stout, Stout Vocational Rehabilitation Institute, Research and Training Center.

The focus of the research undertaken for the development of this training manual was to (1) determine the relationship and validity of a behavioral observation approach (Point Sampling); and (2) develop a practical training tool for instructing practitioners in the basic, essential skills of observing and recording behaviors in adjustment programs.

3126 Power, P. W., & Marinelli, R. P. (1974). Normalization and the sheltered workshop: A review and proposals for change. Rehabilitation Literature, 35(3), 66-72.

A review discussion of the concept of normalization, specifically as the concept relates to individuals in sheltered workshops.

3127 Felker, S. (1981). Comprehensive vocational evaluation for clients with psychiatric impairments. Rehabilitation Literature, 42(7-8), 194-201.

In order to provide integrated comprehensive vocational evaluation for persons who are psychiatrically disabled, a vocational evaluation service was developed to deal specifically with this population. The system concurrently involves psychologists and work evaluators and utilizes psychometrics, work samples, and situational assessment.

3128 Esser, T. J. (1975). The workshop environment: Some essential considerations. Menomonie, WI: University of Wisconsin-Stout, Stout Vocational Rehabilitation Institute, Materials Development Center, 31-35.

Emphasizes that the workshop environment should resemble as closely as possible, the industrial or commercial setting into which clients may eventually be placed.

3129 Noll, A. J. (1980). Client decision making in vocational evaluation. Unpublished Education Specialists Degree, University of Wisconsin-Stout, Menomonie, WI.

Little research has been conducted on the decision making process in vocational evaluation. The purpose of this study was to determine how clients of vocational evaluation services make their decisions and the extent to which they are involved in the process.

3130 Field, T. F., & Field, J. E. (1984). The classification of jobs according to work trait factors (revised edition). Athens, GA: VDARE Service Bureau.

The classification of jobs is based upon the 1977 edition of the U. S. Department of Labor Dictionary of Occupational Titles and provides worker trait factors for the jobs listed in the D.O.T. Additional sections include skill indicators; Guide to Occupational Exploration (GOE) codes; Industrial Designation (ID) codes; Materials, Products, Subject Matter, and Services (MPSMS) codes; Work Field codes; Classification of Instructional Program (CIP) codes; Census Codes; Standard Occupational Classification (SOC) codes; Standard Industrial Classification (SIC) codes; Occupational Employment Statistics (OES) codes.

3131 Botterbusch, K. (1981). Work sample norms, reliability, and validity. Menomonie, WI: University of Wisconsin-Stout, Stout Vocational Rehabilitation Institute, Materials Development Center.

This publication is designed to provide vocational evaluators and others with a source of the basic statistical and logical techniques needed to establish useful norms and meaningful reliability and validity studies for work samples. Information includes collecting normative data; measures of central tendency; measures of variability concept of reliability and concept of validity, including explanation of content, construct, and empirical validity.

3132 Quinones, W. A., & Morgan, S. (1976). Curriculum guidelines for the adult moderately mentally retarded in a community program. Unpublished manuscript.

This curriculum was developed as a guide for achieving work activity center objectives. It is designed for use in three major training areas: practical knowledge, socialization, and vocational.

3133 McCue, M., & Katz-Garris, L. (1983). The severely disabled psychiatric patient and the adjustment to work. Journal of Rehabilitation, 49(4), 52-57.

Focuses upon issues related to psychiatric patients. The severely psychiatrically disabled rehabilitation population, including individuals with schizophrenic, major affective and personality disorders is described. A review of the literature that defines the specific work problems of this population is included. Differences in the nature of vocational rehabilitation problems between severely psychiatrically disabled individuals and the general rehabilitation population are discussed. Recommendations for a rehabilitation approach, which acknowledges and treats symptomology and defects, as well as emphasizing patient assets and strengths, are presented. Finally a number of behavior symptoms associated with mental illness are discussed, illustrating how each symptom might inhibit job acquisition and/or work adjustment.

3134 Riordan, R. J. (1983). Gardening as a rehabilitation adjunct. Journal of Rehabilitation, 49(4), 39-41.

While horticulture has been used for years as a therapeutic activity in many rehabilitation facilities, its use as an adjunctive rehabilitation service has far greater possibilities. Advances in both rehabilitative engineering and horticulture has made gardening more accessible to the disabled, and resources designed to assist disabled individuals in gardening activities are becoming more abundant. Several directions are suggested for locating these resources and bringing them to bear on the performance of individuals whose activities are restricted by various physical impairments.

3135 Frankenfield, B., & Downer, M. (1981). Curricula: A review of the content, use and generalization capabilities of published curricula for persons with mental retardation. Columbus, OH: Ohio State University.

A variety of existing curriculum materials for severely handicapped learners are examined in order to identify and describe their capabilities for generalization.

3136 Rehabilitation Research Institute. (1981). Behavior modification in vocational rehabilitation. Rehab Brief, 4(10).

This brief concentrates on three behavior problem areas: (1) complaints about somatic conditions, sicknesses, and incapacities; (2) work problems; and (3) dependency behaviors.

3137 Matheson, L. N., & Ogden, L. D. (1983). Work tolerance screening. Trabuco Canyon, CA: Rehabilitation Institute of Southern California.

The work tolerance screening manual introduces the concepts, tools, and techniques of work tolerance screening, the primary evaluation component within work capacity evaluation.

3138 Peterson, M., Capps, C., & Moore, M. (1984). Work samples and visually impaired persons: A state-of-the-art review and resource manual. Mississippi State, MS: Mississippi State University, Rehabilitation Research and Training Center.

This manual is organized around chapters which focus on issues helpful to those who assist persons with visual impairments learn about themselves and the world of work. Chapter topics include training and employment implications for people with visual impairments, requirements of jobs and training programs, role of work samples, test administration implications, developing and modifying work samples, and commercial work sample systems.

3139 Lassiter, R. (1980). Work adjustment services: A rational-emotive approach. Virginia Commonwealth University, Department of Rehabilitation Counseling.

To help work adjustment personnel to better understand clients and the reality of their work related problems, a rational-emotive approach to counseling is described.

3140 Watson, D., Anderson, G., Oulette, S., Ford, N., & Marut, D. (Eds.). (1983). Adjustment services for hearing-impaired persons: Research and practice.

The topics in this monograph focus on the adjustment training phase for the deaf in the rehabilitation process. Topics include independent living skills training, life skills training, research and practice in adjustment counseling, behavior modification applications for the hearing impaired, and interactional characteristics of families with a deaf-blind, severely handicapped member.

3141 Cook, D. W., & Brookings, J. B. (1980). The relationships of rehabilitation client vocational appraisal to training outcome and employment. The Journal of Applied Rehabilitation Counseling, 11(1), 32-35.

This study examined the relationship between work evaluation recommendations and client outcome in a sample of vocational rehabilitation clients enrolled at a comprehensive rehabilitation center. Analysis of selected demographic, psychological, and vocational information indicated no relationship between type of recommendations made and completion of a center training program; completion of a center program, however, was positively related to status "26" (successful) rehabilitation closure. For clients employed posttraining, there was only a 23% match between vocational training received and kind of job accepted at closure.

3142 Sink, J. M., & Gannaway, T. W. (1981). Job samples as a catalyst for job-seeking behaviors. Rehabilitation Counseling Bulletin, 25(1), 45-47.

This study was designed to investigate the relationship of work-sample experiences and occupational information-seeking behaviors. It randomly assigned 164 Army recruits from three different geographical locations to experimental or control groups. An ANOVA procedure was performed. The results indicated that those who experienced work samples had significantly greater self-initiated information-seeking behaviors.

3143 Pell, K., Fry, R., & Langton, A. (1983). Vocational Evaluation and Work Adjustment Association Glossary. Menomonie, WI: University of Wisconsin-Stout, Stout Vocational Rehabilitation Institute, Materials Development Center.

This publication represents an effort to clearly define terms currently used in the fields of vocational evaluation and work adjustment. The Glossary, a revision of the 1977 edition, contains several significant changes in definitions resulting from the changing terminology used in the field of vocational evaluation.

3144 Botterbusch, K. F. (1983). A comparison of computerized job matching systems. Menomonie, WI: University of Wisconsin-Stout, Stout Vocational Rehabilitation Institute, Materials Development Center.

Used with a knowledge of job matching needs, this publication may help you make choices for the use of matching systems in your facility. Comparison information and a comparison client case history are provided for Ability Information Systems, Computerized Career Analysis System, CHOICES, CompuJOBS, Datamaster, JOBS, Job Search Programs, and VOCOMP. Comparison charts show at a glance the merits of each system. Several chapters are included that explain the development of data bases.

3145 Brown, M., Gordon, W. A., & Diller, L. (1983). Functional assessment and outcome measurement: An integrative review. In E. L. Pan, T. E. Backer, & C. L. Vash (Eds.), Annual review of rehabilitation (pp. 93-120). New York, NY: Springer Publishing Company.

Addresses four objectives: (1) defining functional assessment and outcome measurement; (2) providing a conceptual basis for delineating the linkages between functional assessment and outcome measurement; (3) specifying criteria (based on the two prior discussions) that can be used in evaluating functional assessment instruments; and (4) applying these criteria to seven recently developed assessment systems that currently are being widely adopted.

3146 Favorini, A., Fogarty, T. W., Goyette, C. H., Gragan, D. E., McGuire, G., & Monroe, B. (1983). Specific learning disabilities: A resource manual for vocational rehabilitation. Allegheny, PA: Vocational Rehabilitation Center of Allegheny County.

A general overview of the background of learning disabilities, followed by rehabilitation program (including vocational assessment).

3147 Smith, P.C., & McFarlane, B. (1984, September). A work hardening model for the 1980's. Paper presented at the National Forum on Issues in Vocational Assessment, Atlanta, GA.

A history of work hardening is presented, followed by a description of work hardening as practiced currently.

3148 May, V. R. (1984, September). Physical capacity evaluation and work hardening program: The Carle Clinic Association Model. Paper presented at the National Forum on Issues in Vocational Assessment, Atlanta, GA.

Describes the process of physical capacity evaluation and work hardening as employed at the Carle Clinic, Urbana, Illinois.

3149 Roessler, R., & Bolton, B. (1983). Assessment and enhancement of functional vocational capabilities: A five-year research strategy. Richard J. Baker Memorial Monograph Series, 1.

A discussion of the concept of employability followed by descriptions of 15 instruments designed to assess various functional vocational capabilities (i.e., abilities, skills, attitudes, values, and habits) that enhance the probability of successful employment.

3150 Blakemore, T., McCray, P., & Coker, C. (1984). A guide to learning style assessment. Menomonie, WI: University of Wisconsin-Stout, Stout Vocational Rehabilitation Institute, Research and Training Center.

This manuscript was written to provide rehabilitation professionals, and vocational evaluation practitioners in particular, with information about learning style assessment instruments. The specific goals of this monograph are to: (1) review the professional resource literature concerned with learning style diagnosis and related issues; (2) describe what learning assessment instruments are and what they attempt to measure; (3) discuss the need for such instruments and how they might be used in rehabilitation; and (4) provide a detailed description of several currently available instruments.

3151 Menz, F. E. (1983). Manpower needs in rehabilitation facilities: 1980-1990. Menomonie, WI: University of Wisconsin-Stout, Stout Vocational Rehabilitation Institute, Research and Training Center.

This report summarizes the results of the national survey of vocational rehabilitation facilities conducted in 1980-1981. The present and expected personnel needs are reported for the 10 year period beginning in 1980. The results are summarized and reported in several ways: (1) Basic statistics on needs and trends apparent among the different kinds of professional roles over the 10 year period. (2) Differences in trends between Federal Regions. (3) Differences in trends between facilities of different sizes. (4) Apparent trends in the demand for each kind of rehabilitation role, nationally, regionally and among different sized agencies.

3152 Nylander, N. R., Eastham, L. V., & Ozmun, J. Raise II: How to manual. Tucson, AZ: Pima County Adult Education.

The purpose of the Rehabilitation Adult Independent Skills Education Project (RAISE) is to maintain a model adult basic education learning and resource center which offers handicapped and disabled adults a learning environment conducive to each student's individual need. The intent of this RAISE II How-to-Manual is to provide a practical guideline which will aid the educator in the instructional process best suited to the disabled adult learner. It includes detailed instructions for the incorporation of relevant curriculum components into ongoing adult education programs. The RAISE program offers life skill education in the key areas of: Financial Management, Communication and Language Proficiencies, Social (Work) Proficiencies, Pre-Vocational Proficiencies, and Personal Health Proficiencies.

3153 Nylander, N., & Ludden, J. RAISE: How-to-manual. Tucson, AZ: Pima County Adult Education.

A curriculum guide designed for use with trainable mentally retarded adults. Contains instructional sections on health, nutrition, home maintenance, basic consumerism, and job readiness.

3154 Schmidt, J. R., Nessel, J. J., & Malamud, T. J. (1969). An evaluation of rehabilitation services and the role of industry in the community adjustment of psychiatric patients following hospitalization (RD-1281-P). New York: Fountain House.

The objectives of this study were two-fold: to determine the extent to which private enterprise could participate in the vocational rehabilitation of the discharged psychiatric patient and to evaluate the effects of rehabilitation services on the community adjustment of such patients.

3155 Couch, R. H. (1984). Basic approaches to adjustment services in rehabilitation. *Journal of Applied Rehabilitation Counseling*, *15*(3), 20-22.

Work acclimation, problem solving, personal growth and development, and education are described as four basic approaches to the treatment/training process known as Adjustment Services in Rehabilitation. Techniques common to each approach are discussed for rehabilitation counselors and facility professionals. Although not mutually exclusive, the separate treatment of each approach illustrates the current state of the art of adjustment services.

3156 Berven, N. (1984). Assessment practices in rehabilitation counseling. *Journal of Applied Rehabilitation Counseling*, *15*(3), 9-14.

The assessment process and practices in rehabilitation counseling are discussed. Major aspects of the assessment process are conceptualized as the gathering of data, the interpretation and synthesis of data, and the translation of data into case service decisions. Current practices are examined, as well as new developments in assessment technology and research needed to further advance assessment capabilities.

3157 Peterson, M. (1984). *Vocational assessment of special needs students: A conceptual framework*. Unpublished manuscript, Mississippi State University, Task Force on Vocational Assessment.

A task force on vocational assessment, made up of vocational educators, special needs personnel, special educators, and rehabilitation personnel studied and reported on how best to implement vocational assessment in their states and schools.

3158 Botterbusch, K. F. (1984, September). *A lecture on vocational evaluation*. Paper presented at Delgado Community College, New Orleans, LA.

A series of three lectures in vocational evaluation including introduction to the subject, trends and issues, and methods and practices.

3159 Getzel, E. (1983). *Strategies for developing a coordinated vocational assessment process for youth*. Madison, WI: Wisconsin Vocational Studies Center.

Describes strategies for coordinating assessment services within a service delivery system. The ideas are based on the experiences of local committees, involved in planning to enhance services for youth in Wisconsin.

3160 Thomas, S. W. (1984). *Sometimes I feel like a dinosaur*. Paper presented at Stout Vocational Rehabilitation Institute, Homecoming Conference, Menomonie, WI.

A discussion of what may be expected in the future of vocational evaluation, i.e., challenges, problems, etc.

3161 Spence, J. (1984). *The computer and the individual program plan*. Paper presented at the National Rehabilitation Association Conference, Atlanta, GA.

Description of a computerized program which documents skills teaching and monitors, updates, prints, and stores Individual Program Plans, incidental narratives, and performance notes.

3162 Roush, S. (1984). *Vocational outcomes associated with lower extremity amputations*. Paper presented at the National Forum on Issues in Vocational Assessment, Atlanta, GA.

The vocational, amputation and background histories of 31 persons with a lower extremity amputation were gathered through a structured interview format. The results of the interviews were defined in terms of vocational status and Department of Labor standards on physical demands and working conditions. Background variables were compared to employment status to differentiate between the employed and unemployed subjects. Intervention strategies for vocational assessment and rehabilitation were suggested.

3163 Houts, P., Scott, R., & Leaser, J. P. (1973). *Goal planning with the mentally retarded*. Hershey, PA: Pennsylvania State University, Department of Behavioral Science.

An illustrated guide which explains the concept of goal planning with the mentally retarded.

3164 Helen Keller National Center. *H.K.N.C. curriculum models for evaluation and rehabilitation of deaf-blind adults: Health and hygiene*. Sand Point, NY: Author.

A curriculum for evaluation and training of deaf/blind adults in the area of health and hygiene.

3165 Helen Keller National Center. *H.K.N.C. curriculum models for evaluation and rehabilitation of deaf-blind adults: Industrial Arts Department*. Sand Point, NY: Author.

A curriculum for evaluation and training deaf-blind adults in the area of industrial arts.

3166 Helen Keller National Center. H.K.N.C. curriculum models for evaluation and rehabilitation of deaf-blind adults: Communications learning center department. Sand Point, NY: Author.

A curriculum for evaluating and training deaf/blind adults in the area of communications.

3167 Helen Keller National Center. H.K.N.C. curriculum models for evaluation and rehabilitation of deaf-blind adults: Home management department. Sand Point, NY: Author.

A curriculum for evaluating and training deaf/blind adults in the areas of (1) general home knowledge, mobility, and safety, (2) simple food preparation skills, (3) use of simple appliances, (4) cooking skills, (5) recipe use, (6) advanced food preparation, (7) household cleaning.

3168 Helen Keller National Center. H.K.N.C. curriculum models for evaluation and rehabilitation of deaf-blind adults: Daily living skills department. Sand Point, NY: Author.

A curriculum for evaluating deaf/blind adults in daily living skills, i.e., personal grooming, personal management, wardrobe management, dining skills, leisure time activities.

3169 Moore, A. B. (1980). Project Discovery: Vocational evaluation manual. Red Oak, IA: Experience Education.

A manual for using Project Discovery as a vocational evaluation system.

3170 Phoenix, D. D., Uken, D. L., & Newell, C. Pre-employment skills training for the learning disabled: A job club manual. Reno, NV: Department of Human Services, Rehabilitation Division.

A job readiness and job seeking skills curriculum designed especially for use with the learning disabled. Designed loosely on the job club method.

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